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

Spring 2019
EDSE 428 001: Elementary Reading, Curriculum, Strategies for Students Who Access the General Education Curriculum
CRN: 10188, 3 – Credits

Instructor: Dr. Sheryl Asen	**Meeting Dates**: 1/22/2019 – 5/15/2019
Phone: c802-595-9663; office 703-993-5448	**Meeting Day(s)**: Monday
E-Mail: sasen@gmu.edu	**Meeting Time(s)**: 4:30 pm – 7:10 pm
Office Hours: by appointment	**Meeting Location**: Fairfax, KH17
Office Location: Finley 206A	**Other Phone**: (Please use the cell number.)
This course meets on Mondays, January 28 – May 13, 2019.	
The professor does not respond to email, phone calls, or texts after 3:30 p.m. on class days due to travel and class preparation time.	

"It is not good enough to have a good mind; the main thing is to use it well." -Rene Descartes

"In an effective classroom, students should not only know what they are doing, they should also know why and how." -Harry Wong

"If you have knowledge, let others light their candles at it." -Margaret Fuller

"It's not what is poured into a student, but what is planted." -Linda Conway

"Teaching is the highest form of understanding." -Aristotle

Docendo discimus, (Latin "By teaching, we learn.") -Seneca the Younger

"Gardens are not made by singing 'Oh, how beautiful,' and sitting in the shade." -Rudyard Kipling

"Education should not be intended to make people comfortable. It is meant to make them think." -Hanna Holborn Gray

"Tell me and I forget. Teach me and I remember. Involve me and I learn." -Benjamin Franklin

"To teach is to learn twice." -Joseph Joubert

"It's on the strength of observation and reflection that one finds a way. So we must dig and delve unceasingly." -Claude Monet

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.

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. Large group, small group, and individual activities and assignments;
4. Video and other media supports;
5. Research and presentation activities;
6. Using assessments to guide learning;
7. Self-guided tutorial;
8. Electronic supplements and activities via Blackboard (Bb);
9. Reflection
10. Self-assessment.

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).

This course contains at least on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

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. (2012). *Strategies for teaching students with learning and behavior problems* (9th ed.). Boston, MA: Allyn & Bacon. ISBN: 9780133570731

Archer, A.L. & Hughes, C.A. (2010). *Explicit instruction: Effective and efficient teaching* (1st 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

- For information on preparing presentations, see on Bb the guide, "Tips for Conducting Professional Development Presentations Asen and Glassnagel, December 2015" (Course Content → Additional Resources EDSE 428 → Effective Presentations).
- Use of online resource materials from the IRIS Center: http://iris.peabody.vanderbilt.edu/iris-resource-locator/
- Use of online resources on Thinking Maps, including https://www.youtube.com/watch?v=lJFAcVCJxVk
- Use of online video and resources on Equitable Classroom Practices http://www.montgomeryschoolsmd.org/departments/development/resources/ecp/
- Use of online video from Dr. Lydia Soifer: https://www.youtube.com/watch?v=TzpkRZvdOCw&feature=endscreen or http://www.youtube.com/watch?v=TzpkRZvdOCw&feature=youtube_gdata
- Use of online video from Dr. Daniel Siegel: http://www.youtube.com/watch?v=Nu7wEr8AnHw
- Candidate identified articles from education professional publications that summarize evidence-based or scientifically based practices.
- Additional required resources are assigned as necessary per professor discretion.

Additional Readings

- The professor may assign additional resources and readings.
- For some workshops, the professor will require incorporation of specific resources.
- The course Blackboard site Course Content folder contains a folder of Additional Resources to support course topics and candidate success.
- Information on how self-assessment and reflection assist learners in content mastery is included in the Additional Resources folder. These two strategies are used throughout the course to promote EDSE 428 candidate learning.
- Also included are resources about how multi-tasking, especially when using electronics, inhibits processing of higher cognitive activities. (See course policies on the use of electronics in class.)
- For further information on effective presentations and tips, go to the course Blackboard site folder (Course Content → Additional Resources →Effective Presentations).
- Sources for Evidence-Based Practices (EBPs) are in the Additional Resources folder titled "Evidence-Based Practices".
- For assistance finding research on strategies in professional publications contact:
  o Ms. Jackie Petersen, Helen A. Kellar Institute for Human disAbilities (KIHD Librarian: jpetersk@gmu.edu, 703-993-3672, GMU Fairfax campus Finley Hall room 116.
  o Anne Driscoll, Reference Librarian, Fenwick Library: adrisco2@gmu.edu, 703-993-3715, GMU Fairfax campus Fenwick Library room A244.

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:

Note: EDSE 428 does not have a Tk20 performance-based assessment. The following, included in all course syllabi, is provided to inform candidates about program performance-based assessments.

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). 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 is the Strategy Instruction Assignment (SIA). This assignment is standard/common to all sections of EDSE 428. See the syllabus section below, "Major Learning Activities".

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.

Notes:
- In EDSE 428-001, viewing and signing the online form are out-of-class assignments due by the start of the 2nd class session.
- Forms and links are on the EDSE 428-001 course Bb site (Assignments → Field Experience).
- Failure to submit all field experience documentation, including verification of having watched the required video and completing and submitting surveys and logs, will result in a grade of "Incomplete". If a grade of "Incomplete is assigned due to these circumstances, the EDSE 428 course participant must obtain from the Field Experience Office and submit in writing to the professor acknowledgement that field experience requirements have been met before the professor will change the final grade.

Other Assignments
For all course assignments:

- Assignment descriptions, directions, and rubrics posted on Blackboard are considered appendices to (and, therefore, part of) this syllabus.
- If the candidate wishes to receive accommodations, the candidate must work through and follow the procedures of the Office of Disability Services. (See the subsequent section in this syllabus, "GMU Policies and Resources for Students".)
- A teacher candidate/student must demonstrate integrity and adherence to the honor code to earn points for course assignments.
- A teacher candidate/student may not use projects, data, or material generated in or for and/or submitted for credit in another course. Violations result in a grade of zero (0) for the entire assignment.
- A teacher candidate/student may not use projects, data, or material generated by another individual. This includes failure to appropriately cite resources used in course assignments. Violations result in a grade of zero (0) for the entire assignment.
- Candidates at the 400 college course level are expected to compose and speak with accuracy (grammar, spelling, other mechanics, form, structure, logical organization and flow, etc.) and at a conceptual level commensurate with advanced level undergraduate study. Assignment points are not awarded for meeting this requirement; however, points will be deducted from any assignment that does not reflect appropriate communication (oral and/or written)—that is, that fails to meet these expectations. The number of points deducted (up to 10 points per assignment) is per professor discretion and is based on the types and degrees of issues and errors demonstrated/observed.
- Use APA guidelines for all course assignments when explicitly noted in the assignment descriptions or otherwise appropriate. APA must be used in the Strategy Instruction Assignment and for the workshop references. Answers to frequently asked questions about APA format guidelines may be found at http://www.apastyle.org.
- APA is not necessary for response to resources and reflection assignments; however, the professor may request citation verification for any assignment submission.
- Use "person-first language" in class discussions and written assignments unless otherwise noted. In accordance with terminology choices in the disability community, strive to replace formerly used terms with currently preferred forms (e.g., use "Intellectual Disabilities"; "Emotional Disabilities") in oral and written communication and avoid language labels by stating, for example, a "student with disabilities" (SWD) rather than a "disabled student". Please use guidelines for language in APA Journals, including information available at: http://www.apastyle.org/manual/related/nonhandicapping-language.aspx.
- All assignments are required to be completed and submitted on time as per descriptions in the syllabus and timelines posted in the class schedule. Assignment submission includes posting to Blackboard and, when required, bringing a print or electronically accessible (if appropriate) copy of the assignment to class on the due date. Work must be posted to Blackboard no later than 4:30 p.m. the day it is due to be considered "on time". See the section on "Late Work" for additional information.
- Blackboard, in addition to providing resources and verifying the date and time of assignment submission, also serves as a repository of teacher candidate/student work.
- Only the file formats listed below are accepted for assignments.
    - Microsoft Office suite (e.g., Word; PowerPoint; Excel)
    - PDF
    - JPG/JPEG, GIF, or PNG

- o Macintosh supported video formats—those that can be imported into and viewed via QuickTime (e.g., .mov, MPEG files [.mp4, .m4v, .m4a, .mp3, .mpg], some WAV files)
- Do not submit .pub, SmartBoard, or Google Docs files. Convert such files to PDF. For consideration of other formats, please contact the professor.
- Assignments must be composed on a computer ("typewritten"—which allows for ease of reading the submission), with the exception of thinking maps or other assignments for which hand drawn work is appropriate or required.
- Name files as per the following protocols unless otherwise specified in assignment directions.
    - o Always start a file name with your surname with only the first letter capitalized (e.g., Raccoon).
    - o If another candidate in the course section has the same last name, add your first initial (capitalized) following your surname (e.g., RaccoonR or Raccoon R).
    - o If another candidate in the course section has the same last name and his/her first name begins with the same letter, add your first name (beginning with a capital letter) after your last name (e.g., RaccoonRocket or Raccoon Rocket).
    - o You may alter the remaining words in the file name to shorten it BUT the file name must clearly identify the assignment, distinguishing it from any other assignment.
- Multiple instances of not following the file naming protocol may result in one (1) point deducted from the candidate's final course points total for each violation.
- Note that upper undergraduate courses at the 400 level typically may require a time commitment for out of class work per week that equates to 2 - 3 hours per class session meeting hour (i.e., for EDSE 428-001, ~5 - 7.5 hours per week). The time factor will fluctuate from week to week, depending on assignments.

Major Learning Activity 1: Class Session Participation and Reflection (15% of final grade)
See policies about attendance and participation in the next syllabus section "Course Policies and Expectations". These expectations, especially professional dispositions, must be met to earn class session participation and reflection points.

At the end of each class session, the candidate writes a thoughtful, meaningful "take away" statement that identifies a learning connection/awareness about material in that class session that goes beyond a restatement of information. The statement includes WHY that connection personally is relevant—that is, the comments go beyond a simple retelling of information and delve into reflection. This reflection is handwritten at the end of class. The last 5 minutes of class time is devoted to the activity. Statements written during other class participation activities will not be accepted and, therefore, will not be eligible for credit.

The point for the participation component is awarded only if the candidate was present in class for at least 2.5 hours of the session. (Please contact the professor before the second class to discuss potential personal challenges to this requirement.) The point for the reflection component is awarded only if the candidate submits a reflection that meets or exceeds expectations, as described above. Partial credit may be assigned at the discretion of the professor.

Note: If a face-to-face (f2f) class is cancelled by George Mason University, a candidate must complete at an acceptable level all assignments that replace the f2f session in order to earn points for participation. These assignments may include reflective writing. Partial credit may be assigned at the discretion of the professor. Per the attendance policy stated in this syllabus, if any component of the non-f2f class assignments is not submitted on time, participation points will not be awarded. Additionally, up to 5 points will be deducted from the candidate's point tally, per professor discretion.

Major Learning Activity 2: Quizzes to Guide Reading (6% of final grade)
Candidates practice the "during reading" strategy of using a quiz to guide reading, which assists learners in successfully digesting and absorbing key information in print materials (http://www.readingrockets.org/strategies/reading_guide). Each quiz is completed outside of class while reading chapters 6, 7, 8, 9, 10, and 11. (The short, 6 question quiz used with the chapter 2 excerpts is for practice and does not earn a point; however, if it is not submitted, a point will be deducted.) These take-home quizzes:
• 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.

A candidate downloads the quiz (in Word format) from Blackboard, then, while reading, s/he uses a highlighting pen, ink pen, or other permanent marking method (such as the highlighter tool in Word) to indicate the multiple-choice option(s) selected, to fill in a response, etc. The candidate posts his/her completed quiz to Blackboard no later than 4:30p the day on which it is due and brings the completed quiz to class. The candidate self-checks his/her quiz responses during class break time, which is extended by 5 minutes during class sessions when quizzes are due, and records the score (further directions are given in class). The candidate must score 80% or higher to earn credit for the quiz (e.g., at least a score of 24 correct out 30 questions).

Note: The professor may alter the procedures to include transposing or entering quiz responses on Blackboard, which will result in electronic grading of the quizzes. If the procedure is altered, the professor will discuss the revised process in class.

Major Learning Activity 3: Responses to Resources (24% of final grade)
The candidate responds to designated videos, IRIS modules, or readings. Each resource has its own response prompt (templates are on Blackboard). For *each* Responses to Resources assignment, *use the specific response template* on Bb that corresponds to the assigned resource. The templates may include specific directions, including which parts to respond to and to note pages or video time markers. Candidates must adhere to all directions and prompts embedded in the templates as part of the consideration for points earned. Examples and further directions will be shared in class. Candidates are expected to come to class prepared to discuss, share, and apply content from these assignments.

Notes:
• For all Responses to Resources *except* the Thinking Maps and the Equitable Classroom Practices assignments, a candidate may substitute another response format/option; however,

to receive credit, the submission must identify and reflect the cognitive level(s) of demand of application, analysis, synthesis/creation, or evaluation per Bloom's Taxonomy (http://cehdclass.gmu.edu/ndabbagh/Resources/IDKB/bloomstax.htm or https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/).

- For IRIS modules:
  - o Follow the prompts on the response templates. These assignments do _not_ require written responses to an IRIS module's Initial Thoughts and Assessment prompts.
  - o Candidates are expected to work through all pages in each IRIS module _except_ when only specific pages are noted on the response template.
- All responses to resources assignments are worth 2 points each based on the following:
  - 2 = Meets or exceeds expectations
  - 1 = Attempted but of minimal quality (e.g., not substantive; reports/retells content rather than extending into reflection/responding to reflection prompts)
  - 0 = Not attempted/no evidence or incorrect (e.g., not in accordance with facts; misses a key point; demonstrates misinterpretation/misunderstanding of concepts)
- For the Thinking Maps (TMs) assignment, a point is awarded for each of the 2 required TMs _if_ that submission is in accurate TM form, is of sufficient conceptual quality, and adheres to the assignment rules. For the TM assignment, the tree map on TMs is considered note taking. While points are not awarded, if this TM is not submitted, a point will be deducted.
- All responses must be submitted to the corresponding drop box on Blackboard. The professor will read all submissions on Blackboard to determine response quality (including that directions were followed). The professor, however, will comment only on the optional printed responses that also are submitted by the candidate in his/her class folder on the due date.
- For the Thinking Maps assignment, a copy of the hand drawn thinking maps _must_ be brought to class and handed in as well as submitting on Blackboard scanned or photographed copies.

Major Learning Activity 4: Workshop on Course Topics (25% of final grade)
Each candidate develops and leads a workshop, either individually or on a team, that focuses on topics addressed in EDSE 428. The topics correspond to content in the course syllabus.

The workshop 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 workshop involves some hands-on experiences in which cohort colleagues practice strategies and learning activities.

The purposes of the workshop and its activities are:
- To assist class members in processing and applying principles of instruction for that content.
- To experience activities during which workshop leaders 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 beyond those focused upon in the required course materials.

The workshop individual facilitator(s) is (are) responsible for developing and leading 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). Typically, workshops are 1-2 hours.

The workshop 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 while implementing 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, such as materials scaffolds, a summary chart, a thinking map, or a graphic organizer.

Specific resources and strategies will be required by the professor. Directions will be shared through email with all workshop facilitators. The facilitator(s) may 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 workshop plans. The workshop must include:
• At least one example of how thinking maps may be applied to elementary student learning and/or to the EDSE 428 participants' learning in the area of focus. The thinking maps must differ from one another and must be either a tree map, brace map, multi-flow map, bridge map (with relating factor), or double-bubble map. Other graphic organizers also may be included, though they are not required.
• At least one example of using content, material, and/or task scaffolds (as defined in the associated IRIS module and discussed in class; in addition to the thinking map[s]) 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 workshop facilitator(s) work with the professor for guidance, answering questions, giving feedback, etc. Further details of this assignment, which are considered part of this syllabus, will be reviewed in class and through individual consultation, if necessary.

The use and sharing of materials must be compliant with copyright regulations. All materials/documents and any PowerPoint/slideshow presentations used as part of the workshop are due to the professor electronically via the Bb drop box by the start of class the day of the workshop. The team must combine all handouts into one PDF file (or two, if necessary due to file size limitations). Do not use a Prezi as a slideshow format or Kahoot (or Jeopardy or similar quiz programs). Adhere to the guidelines for file formats. The professor may post workshop materials to the class Bb site for cohort colleagues to access as long as the Bb course site is available.

Following completion of the workshop, each facilitator individually evaluates the workshop by assigning points earned on the assessment matrix and responding to prompts. Additionally, each facilitator writes concise but substantive reflections on his/her choice of 2 topics of focus in the workshop. For some benchmarks on the workshop rubric, if there is a team of facilitators, a candidate may be graded by the professor as an individual or the candidate may receive a grade assigned to part or all of the team. The option is at the discretion of the professor. The assessments and reflections are due by noon the Saturday following the workshop via the Blackboard drop box.

Major Learning Activity 5: Strategy Instruction Assignment (aka SIA; EDSE 428 Common Assignment; 30% of final grade)
The Strategy Instruction Assignment (SIA) is the Common Assignment for EDSE 428 across all sections of the course. The study is conducted during the current semester. The EDSE 428 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 research-validated strategy with the goal of self-sufficient use by the student. 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) academic curriculum (for possible exceptions, consult with the professor).

The teaching methodology follows the Self-Regulated Strategy Development (SRSD) process for teaching a strategy or a concept rule to mastery. The EDSE 428 candidate uses curriculum-based measure (CBM) or another means of data display to visually present a record the student subject's competence as s/he progresses through instruction.

Note: The strategy used in the EDSE 428 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, which is a teaching tool, 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 help placing GMU candidates at school sites. Please follow the directions in email you will receive from the Field Experience Office (FEO) for pursuing assistance.

The explanation of the Strategy Instruction Assignment, the outline for the project paper, and the rubric for grading the project will be shared in class and are posted on Blackboard. The paper should be logical and promote "flow" for the reader. The EDSE 428 candidate is expected to communicate with clarity, precision, and engagement. The project paper should reflect upper college level conception and execution and use current APA format throughout the paper and in the reference list.

Course Policies and Expectations
Attendance and Participation

- Teacher candidates/students who are unable to attend class and complete course requirements within the semester are advised to discuss options with their academic advisors.
- Teacher candidates/students, to receive attendance/participation credit for a class session,

must be in attendance, exhibit professional dispositions at all times, and fully participate, which includes writing a class session "take away". (See the above section on "Other Assignments" for directions on class session "take away" reflective writing requirements.)

- Attendance includes/considers:
  o Promptness (getting to class and back from breaks on time) and
  o Being present for the full duration of class in the classroom and, as appropriate, other areas of course activity (except for break periods, which equal a total of 10 minutes per class session). Note: Class starts promptly at 4:30 p.m. and ends at 7:10 p.m. as per the clock on the classroom wall (which may differ from your time piece) or as per the professor. It will not be considered disruptive or disrespectful to leave at 7:10 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.
- Absences:
  o Face-to-face (f2f) class session cancellations are not counted as absences; however, failure to complete by the next class session all the assignments that substitute for the f2f session is counted as an absence and up to 5 points will be deducted for assignments not submitted.
  o Please do not request permission to miss a class—you must make your own decision.
  o All course participants are granted one (1) full or partial class session absence; however, all work still is due on Blackboard according to the course calendar and participation and reflection points are not granted for the missed session.
  o Course participants who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions, clarifications, and explanations. The professor will not teach material from the missed class to the individual teacher candidate/student. Assignments are due as if in attendance and as outlined in the course syllabus. It is the teacher candidate's/student's responsibility to arrange with a course colleague, not with the professor, for collection of materials and to promptly obtain from course colleagues and discuss with them class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.
  o Credit for class session participation is not awarded:
    ▪ If a teacher candidate/student has not attended class or misses more than 10 minutes of class and/or
    ▪ Does not submit the required reflection of appropriate quality (see the section "Major Learning Activities" regarding participation and reflection).
  o Each additional absence will result in the final grade dropping by 5 points.
  o Four absences will result in a base grade of C, equivalent to 79 points, from which unearned points on all assignments will be deducted.
  o There may be extenuating circumstances—those that involve a critical health situation (self; immediate family member) or job responsibilities of an extreme nature for which one could not prepare in advance.
    ▪ Discuss with the professor circumstances that _truly_ are extenuating as soon as possible.
    ▪ A candidate must verify extenuating circumstances that impact class attendance and/or inhibit assignment completion through consulting with his/her Division of Special Education and disAbilities Research program academic advisor or with appropriate advisory GMU staff members (e.g., with an undergraduate advisor; with advisors in the Student Support and Advocacy Center; with staff members in Counseling and

Psychological Services) as an initial step toward working with the professor to alter assignment due dates and times. (See this syllabus and folders and links on Blackboard under Course Content/Additional Resources for information on GMU support services.) If the advisor/staff member concurs with/supports the candidate's view that circumstances present valid challenges to adhering to the course assignment and attendance requirements, the candidate will request that the advisor/staff member contact the professor and will inform the professor that it is necessary to confer with the specific advisor/staff member about the candidate.

- The professor may require confirmation from a health care provider and/or job supervisor and/or verification source (per the professor's choice).

- Participation implies demonstration of being psychologically and socially available to learn as well as coming to class prepared (having completed the required assignments). Participation considers the teacher candidate's/student's professional dispositions and level of engagement in class activities and includes, but is not limited to:
  - Preparing in advance for the session by completing assigned work on time (see the section below on "Late Work") and having on hand/in class all materials required for the class session as per the course assignments/class schedule and professor communications.
  - Contributing thoughtfully and fully to class activities and discussions;
  - Listening to and being respectful of the ideas of others (inappropriate use of electronics is considered disrespectful);
  - Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influence class dynamics);
  - Demonstrating enthusiasm for learning;
  - Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content;
  - Facilitating group work;
  - Self-assessing course work;
  - Using technology/electronics only to assist in current class tasks.
- Candidates who do not demonstrate appropriate participation orientations and behaviors as described above:
  - For the first instance, will be issued a warning by the professor.
  - For the second instance, will:
    - Be issued notice from the professor that "Class Session Participation and Reflection" point for that class session will not be awarded.
    - Have an additional 5 points deducted from the candidate's total points earned in the course.
  - For the third instance, will:
    - Be issued notice from the professor that "Class Session Participation and Reflection" points for that class session will not be awarded.
    - Be given a course base grade of C, equivalent to 79 points, from which unearned points on all assignments will be deducted.

Late Work
- The class schedule states the dates by which assignments are due. Unless otherwise noted, assignments are due no later than 4:30 p.m. on the specified dates.
- If Bb indicates the assignment is "late", the assignment indisputably is late, with the

exception that when a copy of the assignment is *brought to class and handed to the professor before the start of class* (i.e., before 4:30 p.m.), it will be accepted as submitted "on time" (not "late"). In this case, for the assignment to be considered completed on time, the candidate additionally must upload the assignment to Blackboard within 24 hours (that is, by 4:30 p.m. the next day).

- Late submission of any assignment does not alter the due dates of other assignments. The professor will not provide feedback on late assignments. Strive to keep up with the assignment schedule to allow for appropriate formative evaluation and feedback from your professor and peers across the semester and to assist understanding of content addressed in class.
- For late submissions of all assignments:
  o Fifty percent (50%) of the points will be deducted from your assignment grade for late submissions unless the professor has agreed in advance to the due date and time extension. Such an extension may be used one time only and only for one assignment. The maximum extension is 7 days (that is, the assignment is due by 4:30 p.m. on that 7th day). Assignments submitted beyond 7 days past the original due date are not awarded any points (i.e., receive zero [0] points) toward a final grade.
  o The earlier date that the full, completed assignment was received by the professor in hand as a print copy or posted on Blackboard will be considered the date submitted regarding considering the assignment as on time versus late; however, the assignment will not be considered completed until the work is posted to Blackboard. It is the candidate's responsibility to ensure that the correct version of an assignment has been submitted.
- If a course participant does not complete an assignment within 7 days of the original due date and/or does not post the assignment to Bb, no points will be awarded for the assignment.
- For the course to be considered completed, the EDSE 428 Strategy Instruction Assignment must be submitted on time to Bb and a printed copy of the full assignment must be submitted at the last class session. A grade of "Incomplete" will be assigned otherwise and 5 points will be deducted from the final tally for each day the submission is late.
- A candidate who verifies extenuating circumstances must arrange, through the professor, for a grade of "Incomplete" no later than 7 calendar days prior to the last day of class for course completion. The teacher candidate must sign a GMU Incomplete Grade Contract, provide by the professor. (See the previous section for discussion of extenuating circumstances.)
- Requirements from the Field Experience Office (FEO) not met on time per report from the FEO will result in the deduction of 1 point per item per day late.

Note: Only if a teacher candidate/student has technical issues that prevent uploading assignments to Blackboard, a copy of each assignment may be sent via email to the professor (using GMU email accounts) to demonstrate that the assignment was completed on time (as per the conveying email's date and time stamp). Additionally, the teacher candidate/student must contact GMU IT Support (support@gmu.edu) regarding the technical problems encountered with Blackboard and copy the professor on the email. (See the section below on Communication.)

Communication
- Your George Mason University email address and the professor's George Mason University email address are the only email addresses that will be used for communication in this course. The professor is not obligated to read email sent otherwise. If the professor does read

email sent by a candidate through a non-GMU email system and opts to respond, the professor may respond ONLY to the candidate's GMU email address.

- Failing to check your Mason email does not relieve you of the responsibility to communicate via your George Mason University account.
- Check your GMU email account at least once per day, plus also check your GMU email early enough on class meeting days to allow for appropriate response.
- Any course participant who experiences technical issues has the responsibility to contact the ITU Support Center directly and immediately at 703-993-8870 and support@gmu.edu. Additionally, it is your responsibility to:
  - o Communicate with the professor about options if technical difficulties interfere with course participation, receipt of course related email messages, and/or access to Blackboard.
  - o Contact course colleagues to assist you in accessing/through sharing course information.
- When you send email to the professor, always put at the beginning of the subject line your full name and the entire course number, which includes the 3-digit section number/extension (e.g. Subject: Rocket Raccoon 428-001).
- When you send a text to the professor or leave a voice message, please state your full name and your course number (include the 3-digit section/extension number); for example, "This is Rocket Raccoon in 428-001."
- When you leave voice mail for the professor, start your message by identifying yourself by full name and by stating the course number and section (e.g., "This is Rocket Raccoon in EDSE 428-001).
- The professor may not be able to receive or respond to calls, voice mail, and/or email messages after 3:30 p.m. on class days until after class has ended.
- The professor attempts to respond to communications within 24 hours (barring unforeseen events or circumstances that prevent the professor from accessing messages and/or means for responding).

Note: If you need to contact the professor by phone, please use the cell number (see page 1 of this syllabus). The professor does not check the office phone voice mailbox regularly.

Use of Course Participants' Products
- All work by course participants may be shared in current and future courses and professional development led by Dr. Sheryl Asen. Author credit explicitly will be given to teacher candidate/student authors for their work.
- Teacher candidates/students may opt out of having their work shared or explicitly/publicly credited (that is, work may be shared by the author identification removed) by sending an email request to the professor's GMU email account (sasen@gmu.edu; use the subject line "Opt Out [First Last] EDSE 428-001"; e.g., "Opt Out Rocket Raccoon EDSE 428-001"). Provide a specific request (e.g., may use work but not state authorship; may use only the reading case study; do not share my course products). Requests to opt out must be received by the posting of grades for the course in which the candidate is enrolled.

Grading Scale and Grade Record Keeping
Attendance, preparation, and professionally relevant, active participation that demonstrate proper candidate dispositions and behaviors are expected in all class sessions and interactions for a

grade of C or better.

92 – 100 points = A
89 – 91 points = A-
86 – 88 points = B+
82 – 85 points = B
79 – 81 points = B-
76 – 78 points = C+
72 – 75 points = C
69 – 71 points = C-
66 – 68 points = D
< 66 points = F

Blackboard is used to indicate which assignments were submitted on time. If quizzes are taken on Blackboard using the "tests" feature, scores are tabulated electronically. Otherwise, Blackboard is not used to track course grades. Points earned are updated every week on EDSE 428 Assignments and Attendance Record Sheet, which is kept in the candidate's course folder. It is the candidate's responsibility to keep track of the accumulated earned points.

*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/polices-procedures/. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Class Schedule
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. The class schedule is presented at the end of this document.

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 silence all sound emitting devices 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/.

- 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/.

Appendices
Assessment Rubric(s)

The rubric on the following pages is for the EDSE 428 Performance-based Common Assignment, the Strategy Instruction Assignment (SIA). Other course rubrics are provided on Blackboard (Assignments → Course Rubrics) and are considered appendices to this syllabus.

Strategy Instruction Assignment / EDSE 428 Common Assignment	30 points	Pts.
Introduction	Provides a concise statement that describes with clarity the strategy application project, including: • The objective of the study, noting the strategy used to achieve what academic purpose for a learner with which learning characteristics and need(s) • The implementation conditions (setting, timeframe) • The use of a model of direct instruction, noting SRSD • Results.	2
Student Subject	Describes the student to whom the strategy is taught. • Provides student demographic/background information relevant to the study • States the academic content addressed in this study • Discusses the effects exceptionalities can have on learning in this content area. Verifies statements by citing professional sources. • Explains why the academic focus it is an appropriate for the student subject.	3
The Strategy	Describes the strategy selected for the project. • Introduces the specific strategy by name (states the full name and then, if relevant, provides the acronym or common name). • Explains the strategy's specific purpose and/or intended outcomes when using the strategy, relating this back to the student subject's needs • States the prior knowledge the student needs to use the strategy. • States the points to discuss with a student to help him/her understand the benefits of using the strategy and when to use the strategy. • Lists 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.	4
Study Implementation	Presents the Self-Regulated Strategy Development (SRSD) model. • States conditions and materials needed to successfully teach the strategy, including tips for implementation and possible accommodations for using this strategy with different student populations (e.g., age; disability; cultural background; interests). • Introduces the use of SRSD as the model of instruction used for this project. • Describes the implementation parameters for this study (setting; teacher-to-student ratio; session lengths; overall timelines; accommodations were used with the student subject, if applicable). • Introduces the SRSD Lesson Guide log, then displays as a table the completed Self-Regulated Strategy Development (SRSD) Lesson Guide log.	3

SRSD Lesson Guide	Provides the completed SRSD Lesson Guide in table format. Details how each step of the SRSD model was followed to implement the project, from pre-assessment (3 probes prior to instruction) through instruction and post assessment (administered at the conclusion of the study). The left column lists the SRSD step and the corresponding right column notes the actions taken by the EDSE 628 candidate to carry out with the K-12 student subject that SRSD step. The detail in the right column resembles a modified lesson plan with the ***discrete instructional actions in a numbered list.*** There are at least 5 (and approximately up to 10) dated entries in the lesson guide for SRSD during which the student subject applies the steps of the strategy while receiving appropriate levels of teacher support (guided practice through independent use). If possible, post instruction data is collected.	10
Results	Describes the effectiveness of the strategy in aiding the student in mastering the content. Includes an appropriate means of displaying data to show the student's baseline abilities, student progress through the instructional sessions, and student status at the end of the instruction (e.g., a table of the trials, noting the # of correct responses per the # of prompts in each trial; a curriculum-based measurement [CBM] graph of data).	2
Recommenda-tions	Make recommendations for next steps for instruction for the student (e.g., additional uses of the strategy; next instructional steps; changes to accommodations for this student when using the strategy; possible additional strategies to support mastery in the area of instructional focus).	2
Reflec-tion	Reflects on the knowledge, expertise, and insight gained from the strategy instruction assignment experience.	2
References & Appendices	Attaches: • A reference list in APA format • Relevant appendices, including samples/evidence of student work that show application of the strategy and a copy of any instructional tools/aids used/created for implementation.	2
	The paper: is written with clarity, precision, and engagement; uses sequence and flow that are logical and aid understanding; reflects 400 level college study conception and execution; uses current APA format throughout the paper and in the reference list. If these qualities consistently are not in evidence, points (up to 10) are deducted based on the degree of non-compliance.	Y/N

Total Points Earned:

EDSE 428-001 Class Schedule

The course syllabus is dynamic—it may change according to teacher candidate/student needs, formative evaluation of course effectiveness, and unpredicted opportunities/circumstances (e.g., adjustments in case a face-to-face class is cancelled due to school closings, including an optional make-up session; change in assignments; change in due dates).

The professor reserves the right to alter the schedule as necessary, with notification to candidates.

Come to each class ready to discuss your assignment responses.

Class #	Topics for Class This Week	Assignments for the Next Class (Homework)
Class 1 1/28/19	• Blueberries • Why access the general education curriculum? • Assets and introductions • Course overview, syllabus, assignments, and assessments • What are evidence-based practices? • Note taking • Non-linguistic representations • Reflection on a class session topic	Readings and assignments for the next class: • Read the course syllabus. • Read the course syllabus. • Really: read the course syllabus. • Explore the course Blackboard site. Pay particular attention to the Assignments folder. Know where things are! • View the Field Experience video (Assignments → Field Experience). After viewing the video, sign the online form. Do this before attending class 2. • Think about who will be your student for your SIA. Contact the Field Experience Office if you need placement assistance. • Explore sources for evidence-based strategies that aid learners, especially through previewing Vaughn & Bos chapters 6-11 and Bb topic folders (Course Content → Additional Resources), including resources through the folder Evidence-Based Practices. Think about the focus area and strategy you might select for the SIA. Consider which instructional areas you are most interested in for the workshop assignment.

Class 2 2/4/19	• Curriculum and learning theories
	• Previewing textbook readings
	• Using quizzes to guide reading
	• Workshops; topics and teams
	• Reflection as a learning tool
		Readings and assignments for the next class:
		• Read Vaughn & Bos (V&B) text page 27 to top of page 28; page 35 Stages of Learning – page 45 (end) of Chapter 2 "Approaches to Learning and Teaching". Use the chapter 2 quiz to guide your reading. Bring the quiz to the next f2f class. (This is a short practice quiz.)
		• Use the chapter 2 response form to record:
		  o Aspects of each of the learning theories in the Chapter 2 reading selection that currently guide your practices;
		  o Aspects of these theories not currently part of your practices that you now aim to incorporate into your instruction.
		• Learning Modalities Assignment

Note: A placement request must be received by the Field Experience Office (FEO) no later than Friday, February 8, 2019. Please read the emails from and reply to the FEO if necessary.		

Class #	Topics for Class This Week	Assignments for the Next Class (Homework)
Class 3 2/11/19	• Learning theories • Learning modalities and non-linguistic representations • Note taking • Management by Profile • Preview: Strategy Instruction Assignment (SIA) and Self-Regulated Strategy Development (SRSD) assignments	Readings and assignments for the next class: • Read the SIA project description and rubric in the Assignments folder • SRSD assignment • Independent practice assignment
Class 4 2/18/19	• Strategy Instruction Assignment, including SRSD • Zone of Proximal Development (ZPD) • Independent practice • Memory	Readings and assignments for the next class: • *Do this first!* Thinking Maps (TMs) assignment (Bring to class 3 the TMs you created as well as posting the TMs on Bb under the assignment folder.) • Designing Lessons – Rules assignment.
Class 5 2/25/19	• Material, task, content scaffolding • Thinking maps • Teaching rules • Introduction to oral language development	Readings and assignments for the next class: • Complete viewing the Dr. Lydia Soifer video from 41:00 (41 minutes into the video) to 1:12:00 (through discussion of what teachers can do). Respond to this resource. • Read text Chapter 6 "Assessing and Teaching Oral Language". Use the quiz to guide your reading.
Class 6 3/4/19	• Contextual supports • Dialogic reading • Oral language guiding principles, considerations, and activities	Readings and assignments for the next class: Read text Chapter 7 "Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition". Use the quiz to guide your reading.
Spring Break – A class session will NOT be held on 3/11/19.		
Class 7 3/18/19	Phonological awareness, phonics, and word recognition	Readings and assignments for the next class: IRIS: PALS: A Reading Strategy for Grades K-1 (The assignment is to go through the module to learn about PALS and about the activities at each grade level. We will use the activities in class in coming sessions.)
Class 8 3/25/19	Reading fluency	Readings and assignments for the next class: Read text Chapter 8 "Assessing and Teaching Reading: Fluency and Comprehension". Use the quiz to guide your reading.

Class #	Topics for Class This Week	Assignments for the Next Class (Homework)
Class 9 4/1/19	Reading comprehension	Readings and assignments for the next class: IRIS: PALS: A Reading Strategy for Grades 2-6 (The assignment is to go through the module to learn about PALS and about the activities at each grade level. We will use the activities in class in coming sessions.)
Class 10 4/8/19	Reading comprehension	Read text Chapter 9 "Assessing and Teaching Writing and Spelling". Use the quiz to guide your reading.
Class 11 4/15/19	• Handwriting • Spelling • Writing	Readings and assignments for the next class: Read text Chapter 10 "Assessing and Teaching Content Area Learning and Vocabulary Instruction". Use the quiz to guide your reading.
Class 12 4/22/19	• Interactive notebooks • Content area learning • Vocabulary instruction	Readings and assignments for the next class: Read text Chapter 11 "Assessing and Teaching Mathematics". Use the quiz to guide reading.
Class 13 4/29/19	Mathematics	Readings and assignments for the next class: • IRIS module High Quality Math Instruction: What Teachers Should Know, Perspectives & Resources pages 5-9 • "Do the Math" assignment
Class 14 5/6/19	Mathematics	Readings and assignments for the next class: • Equitable Classroom Practices assignment • Reflection, Relationships, and Resilience assignment • Strategy Instruction Assignment project due • Complete the FEO end of semester survey. • Post to Bb your FEO log.
Class 15 5/13/19	• Equitable classroom practices • Reflection, relationships, and resilience • Parting thoughts • Course evaluation	Rest & Relaxation Wahoo! Yay, you!