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

Summer 2019

EDSE 428 A01: Elementary Reading, Curriculum, Strategies for Students Who Access the General Education Curriculum

CRN: 42266, 3 – Credits

Instructor: Dr. Sarah Nagro	**Meeting Dates**: 5/20/2019 – 6/22/2019
Phone: (703) 993-1747	**Meeting Day(s)**: MWF
E-Mail: snagro@gmu.edu	**Meeting Time(s)**: 7 pm – 10 pm
Office Hours: by appointment	**Meeting Location**: Fairfax, KH 14
Office Location: Fairfax, Finley 222	**Other Phone**: 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 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. Limited to three attempts.

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.

Professional Standards

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 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & 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* (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

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). 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.

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
See all assignments in the tables below and grading rubrics included on 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 7:00 pm on the due date unless otherwise noted in the syllabus schedule.
Participation:
Class participation in all class activities is essential to the learning 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 at 7:00 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 (i.e., 10%, 20%, 30%...).
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 timeframe. In the event that the work is not completed within the agreed timeframe 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

Assignments	Due Dates	Possible Points
Participation & Professionalism	completed in class	**20**
Independent Activity	**5/27 7:00 pm**	**10**
Math Unit Overview	**6/12 7:00 pm**	**25**

Science Activity with Pyramid Planning (Group)
    Part One:
        Individual plan – 5 points
    Part Two:
        Group plan – 5 points
        Presentation – 10 points
	Part One:
	6/14 7:00 pm
	Part Two:
	6/19 7:00 pm
		20

Simulated Teaching x3	completed in class	**30**
Strategy Application Project (SAP)	**6/21 7:00 pm**	**70**
Final Presentation	**6/21 7:00 pm**	**25**
Total Course Points		**200**

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%

*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/).

Class Schedule

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

Date	Topics to Cover	Completed Readings	Assignments
Class 1 Monday 5/20/19	• Introductions • Course Overview • Email Policy		
Class 2 Wednesday 5/22/19	• Reviewing the Effects of High Incidence Disabilities on Student Learning • Reviewing Key terms: ○ IEP, 504, RTI, MTSS	Chapters 1 & Chapter 3 Optional Reading: Nagro, S. A., Hooks, S., & Fraser, D. W. (2019). Over a decade of practice: Are educators correctly using tertiary interventions? *Preventing School Failure: Alternative Education for Children and Youth, 63*(1), 52-61. https://doi.org/10.1080/1045988X.2018.1491021	
Class 3 Friday 5/24/19 **Independent Activity**	• Research-2-Practice CEC Podcast "Using Whole-Group Strategies to Engage All Students" http://pubs.cec.sped.org/using-whole-group-strategies-to-engage-all-students/ • Progress Monitoring & Formative Assessment (in Blackboard) • Curriculum Based Measures Fuchs Webinar http://iris.peabody.vanderbilt.edu/module/gpm/cresource/q1/p03/ **A supplementary PowerPoint with picture examples and concepts and resources from the readings and presentations is in Blackboard in the Class 3 folder	Chapter 2 Cornelius, K. E. (2013). Formative assessment made easy: Templates for collecting daily data in inclusive classrooms. *TEACHING Exceptional Children, 45*(5), 14–21. Nagro, S. A., Hooks, S., Fraser, D. W., & Cornelius, K. E. (2018). Whole-group response strategies to promote student engagement in inclusive classrooms [Reprinted in Special Issue: Putting high-leverage practices into practice]. *Teaching Exceptional Children, 50*(4), 243-249. https://doi-org/10.1177/0040059918757947	**Independent Activity** 1. After completing all the readings, preview all the presentations, and choose two of the three presentations from today's class to watch. 2. Compare and contrast these two presentations. Use a graphic organizer of your choosing to organize your thoughts. 3. [628 Graduate Students only: In a separate paragraph, explain how the graphic organizer you selected can be used to make data driven-decisions if used in a classroom setting.] 4. Upload you work to Blackboard under Independent Activity 1 in the Assignments tab before next class.
Class 4 Monday, 5/27/19		**Memorial Day**	**No Class**
Class 5 Wednesday 5/29/19	• Managing Behavior through Instruction ○ Proactive vs Reactive ○ Lesson Planning ○ Where to start and what to say…	Nagro, S. A., Fraser, D. W., & Hooks, S. (2019). Lesson planning with engagement in mind: Proactive classroom management strategies for curriculum instruction. *Intervention in School and Clinic, 54*(3), 131–140. https://doi.org/10.1177/1053451218767905 Nagro, S. A. (2019, April). Do you see what I see? *2Teach Blog Post* Retrieved from https://2teachllc.com/blog/f/do-you-see-what-i-see	**Independent Activity-due** (upload to Blackboard before class)

Class 6
Friday
5/31/19
	• Evidence-Based Practices for Teaching Literacy
	  o Review 5 pillars of literacy
	  o Foundations of Language Development
		Chapters 6, 7, 8 – read for key points	**Simulated Teaching #1** – completed in class
			
			Glows, Grows, & Refinement

Class 7
Monday
6/3/19
	• Evidence-Based Practices for Teaching Writing
	  o Self-Regulated Strategy Development SRSD
	  o 4 Square
	  o https://explicitinstruction.org/video-elementary/elementary-video-6/
	• Evidence-Based Practices for Teaching Vocabulary in content areas
	  o Targeting vocabulary with CAPS
	  https://explicitinstruction.org/video-elementary/elementary-video-4/
		Chapters 9 & 10	**Simulated Teaching #2** – completed in class
			
			Glows, Grows, & Refinement

Class 8
Wednesday
6/5/19
	• Evidence-Based Practices for Teaching Mathematics
	  o Review 8 mathematical practices
	  o C-R-A
	  o Scaffolding Math Instruction Activity
		Chapter 11
		
		Chapter in What Really Works: Getting Past I Hate Math! (on Blackboard)
		
		Optional Reading: Chapter in What Really Works: UDL & Math (on Blackboard)
			Simulated Teaching #3 – completed in class
			
			Glows, Grows, & Refinement

Class 9
Friday
6/7/19
	• Early Math Development & Foundations of Mathematic Learning
	• Differentiation
	  o How Accommodations & Modifications are Different
	  o Differentiation Activity
	  o Stations: videos with discussion questions
		National Center on Intensive Intervention. (2016). *Principles for designing intervention in mathematics.* Washington, DC: Office of Special Education, U.S. Department of Education. (on Blackboard)	Bring computer for stations

Class 10
Monday
6/10/19
Virtual Class
	• Unit Overview Workshop via WebEx
	  o Part One: Review Assignment
	  o Part Two: Q&A
		Archer & Hughes Chapter 4: Designing Lessons – Rules	

Class 11
Wednesday
6/12/19
	• Analyzing Student Data Workshop
	• Connecting Course Concepts
	  ○ Differentiation Activity
	  ○ Providing Practice Activity
		Archer & Hughes Chapter 8: Providing Appropriate Practice	**Math Unit Overview** (upload to Blackboard before class)
			
			Bring your student data to class to work on SAP

Class 12 Friday 6/14/19	• Collaborating with Families of Students with Disabilities • Collaborating with Education Professionals ○ Collaboration Activity	Chapter 4 Nagro, S. A. (2015). PROSE checklist: strategies for improving school-to-home written communication. *TEACHING Exceptional Children, 47*(5), 256-263. doi:10.1177/0040059915580031 Optional Reading: Francis, G. L., Haines, J. S., & Nagro, S. A. (2017). Developing relationships with immigrant families: Learning by asking the right questions. *Teaching Exceptional Children, 50*(2), 95-105. https://doi-org/10.1177/0040059917720778	**Individual Science Outline** (bring to class) Bring computer for collaboration
Class 13 Monday 6/17/19 **Independent Workshop**	• SAP Project Workshop • Science Co-Planning Continued	Optional Reading: Snapshot of Learning and Attention Issues in the U.S. (on Blackboard)	
Class 14 Wednesday 6/19/19	Informal Presentations (5 minutes per group to share ideas with peers) Putting a Bow On It • Instructional Technology ○ Share your favorite tech (Review examples and non-examples of presentations)	Optional Reading: (on Blackboard)	**Group Present - Science Activity with Pyramid Planning** (upload to Blackboard before class) Bring computer for exploring
Class 15 Friday 6/21/19	**Presentations & Reception**		**Strategy Application Project (SAP)** (upload to Blackboard before class) **Presentations in class**

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/.

Appendix
       Assessment Rubric(s)
***Assignment Rubrics are posted in Blackboard with a description of each Assignment

SAP Project Grading Checklist Below

Strategy Application Project / Common Assignment		Value **70 points**
Abstract (A)	Provides an original concise 150 word abstract that describes with clarity the strategy application research project, including: • Study purpose, process for teaching the strategy using the SRSD model, and student data collected • Results and conclusions ~ 628: Format as a research study would summarizing subject, setting, timeframe, use of SRSD model for instruction, data collection method and procedures, results and conclusions.	5
Academic Focus (B)	Introduction of Academic Focus: • In one or two paragraphs introduce the academic focus (specific skill) of the intervention (strategy) including how the selected strategy fits within that content area by targeting specific skills. • In one or two paragraphs explain how a student with disabilities might struggle with this specific content. ~ 628: Cite research to support such claims.	5

Description of the Strategy (C)	Introduction of the Strategy:
	• In one or two paragraphs introduce the strategy including its full name and any acronym
	  ~ Describes the intended outcome; specifically and explicitly, what any student who uses the strategy should accomplish through use of the strategy.
	  ~ Lists the specific steps for using the strategy that a student traditionally follows.
	  ~ 628: Cite research to support such claims.
		5

Description of the Study (D)	Describe the Study:
	• In one or two paragraphs describe demographic/background information about the student that is _relevant_ to understanding the learning needs of the student for this study.
	  ~ Include a brief rationale for why the chosen strategy is appropriate (targeting relative weaknesses or building on relative strengths)
	• In one or two paragraphs explain the how you used the strategy to target an academic skill including the steps you took to modify the strategy for your student's specific needs.
	  ~ Tell what changes/supports were used to modify (graphic organizer? checklist? scaffolding?).
	  ~ 628: Tell why these changes/supports were/were not necessary given your student's needs/abilities.
	  ~ 428: Tell what your pre-test, progress monitoring, and post-tests were.
	• 628: In one or two paragraphs explain your step-by-step procedures/methods, and timeframe from baseline data collection, progress monitoring, and post-test.
		20

SRSD Lesson Guide (E)	• Turn in your completed SRSD Planning Guide as a journal of your process.
	  ~ Include 5 – 10 dated entries in which you worked on steps of the SRSD Model.
	  ~ Do not turn in your original plan, instead turn in the log of what you actually did. This can be hand written, but must be scanned/screenshotted/saved as an image and included in appendix.
		15

Findings (F)	• Present your findings based on data you collected and share specific examples of student data
	  ~ 628: Critically analyze what these findings mean and cite specific evidence to justify your points
	  • Include at least one chart, table, or figure to organize your data visually.
	  ~ 628: Draw a conclusion about how effective this strategy was at targeting the specific academic skill as originally planned. (consider research that made you believe it would work to begin with)
		10

(G)	In one paragraph provide recommendations for additional uses of the strategy or next instructional steps.	5
(H)	In one paragraph reflect on insight gained from the strategy application project experience.	1
(I)	APPENDIX includes materials created strategy, samples (evidence) of student work, SRSD planning guide	1
APA	The paper: is written with clarity, precision, and uses sequence and flow that are logical and aid understanding; uses current APA format throughout the paper including Abstract and Reference list.	3