



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

Spring 2020

EDSE 428 001: Elementary Reading, Curriculum, Strategies for Students Who Access the  
General Education Curriculum.

CRN: 10173, 3 – Credits

<b>Instructor:</b> Dr. Sarah Nagro	<b>Meeting Dates:</b> 1/21/2020 – 5/13/2020
<b>Phone:</b> (703) 993-1747	<b>Meeting Day(s):</b> Monday
<b>E-Mail:</b> snagro@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 7:10 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Fairfax; KH 17
<b>Office Location:</b> Fairfax, Finley 222	<b>Other Phone:</b> N/A

- ❖ **Note:** This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

**Prerequisite(s):** None

**Co-requisite(s):** None

**Course Description**

Applies research on instructional approaches in elementary curriculum for individuals with disabilities accessing general education curriculum. Includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies; cognitive strategies in study skills; attention and memory; and peer-mediated instruction. Note: Field experience required.

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or [speced@gmu.edu](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

**Advising Tip**

Did you know there are scholarship opportunities for graduate students in CEHD? For more information, visit <https://cehd.gmu.edu/students/funding/scholarships>.

## **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**

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 2: Learning environments (InTASC 3) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

This course contains at least one 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. R., & Bos, C. S. (2015). *Strategies for teaching students with learning and behavior problems* (9th ed.). Upper Saddle River, NJ: Pearson ISBN-13: 978-0-13-384040-7.

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

### **Recommended Textbooks**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th 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.

5. Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

### **Other Assignments**

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

### **Course Policies and Expectations**

#### *Attendance:*

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

#### *Participation:*

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

#### *Professionalism:*

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

## Late Work

### *Late Work*

It is expected that students will plan ahead and spread out their work load so that unanticipated events do not result in major delays in meeting course deadlines. A 10% deduction will be taken for 4:30 pm (start of class) on the due date unless otherwise noted in the syllabus. A cumulative 10% deduction will be taken for each calendar day after the due date. **After one week from the due date or after the last day of class (whichever comes first), assignments will no longer be accepted and a score of zero will be entered into the grade book for that assignment.**

### *Incomplete Grades:*

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

## Grading Scale

**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%
----------------	----------------	----------------	---------------	----------------	---------------	---------------	--------------

<b>Assignments</b>	<b>Due Dates</b>	<b>Possible Points</b>
<b>Participation &amp; Professionalism</b>	completed in class	<b>20</b>
<b>Formative Assessment Activity</b>	<b>2/10</b>	<b>10</b>
<b>Simulated Teaching &amp; Reflection x3</b>	completed in class	<b>30</b>
<b>Science Pyramid Planning Activity (Group)</b>	<b>3/23</b> (draft) <b>3/30</b> (final)	<b>20</b>
<b>Math Unit Overview</b>	<b>4/20</b>	<b>25</b>
<b>Strategy Application Project (SAP)</b>	<b>5/4</b>	<b>70</b>
<b>Final Presentation</b>	<b>5/4</b>	<b>25</b>
<b>Total Course Points</b>		<b>200</b>

**\*Note:** The George Mason University Honor Code will be strictly enforced (see <https://oai.gmu.edu/> and <https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>. Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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>.

### Class Schedule

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

Date	Topics to Cover	Completed Readings	Assignments
Week 1 1/27	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Overview</li> <li>• Reviewing the Effects of High Incidence Disabilities on Student Learning</li> </ul> <p>**A review of key terms is available in Blackboard should you need some support here:</p> <ul style="list-style-type: none"> <li>○ IEP, 504, RTI, MTSS</li> </ul>		
Week 2 2/3	<p>Formative Assessment/Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Research-2-Practice CEC Podcast “Using Whole-Group Strategies to Engage All Students” <a href="http://pubs.cec.sped.org/using-whole-group-strategies-to-engage-all-students/">http://pubs.cec.sped.org/using-whole-group-strategies-to-engage-all-students/</a></li> <li>• Progress Monitoring &amp; Formative Assessment (in Blackboard)</li> <li>• Curriculum Based Measures Fuchs Webinar <a href="http://iris.peabody.vanderbilt.edu/module/gpm/cresource/q1/p03/">http://iris.peabody.vanderbilt.edu/module/gpm/cresource/q1/p03/</a></li> </ul>	<p>Chapter 1 Monitoring and Teaching for Understanding</p> <p>Cornelius, K. E. (2013). Formative assessment made easy: Templates for collecting daily data in inclusive classrooms. <i>TEACHING Exceptional Children</i>, 45(5), 14–21.</p> <p>Nagro, S. A., Hooks, S. D., Fraser, D. W., &amp; Cornelius, K. E. (2016). Whole-group response strategies to promote student engagement in inclusive classrooms. <i>TEACHING Exceptional Children</i>, 48(5), 243-249. doi:10.1177/0040059916640749</p>	

<p>Week 3 2/10</p>	<p><b>Lesson Planning</b></p> <ul style="list-style-type: none"> <li>• Managing Behavior through Instruction <ul style="list-style-type: none"> <li>○ Proactive vs Reactive</li> <li>○ How to Create Literacy Stations</li> </ul> </li> </ul>	<p>Chapter 4 Managing Behavior</p> <p>Nagro, S. A., Fraser, D. W., &amp; Hooks, S. (2019). Lesson planning with engagement in mind: Proactive classroom management strategies for curriculum instruction. <i>Intervention in School and Clinic, 54</i>(3), 131–140. <a href="https://doi.org/10.1177/1053451218767905">https://doi.org/10.1177/1053451218767905</a></p> <p>Archer &amp; Hughes Chapter 4: Designing Lessons – Rules</p>	<p><b>Formative Assessment Activity</b> (Blackboard)</p>
<p>Week 4 2/17</p>	<ul style="list-style-type: none"> <li>• Evidence-Based Practices for Teaching Literacy <ul style="list-style-type: none"> <li>○ Review 5 pillars of literacy</li> <li>○ Foundations of Language Development</li> </ul> </li> </ul>	<p>Chapter 6 Assessing and Teaching Oral Language</p> <p>Chapter 7 Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition</p> <p>Chapter 8 Assessing and Teaching Reading: Fluency and Comprehension</p>	
<p>Week 5 2/24</p>	<ul style="list-style-type: none"> <li>• Evidence-Based Practices for Teaching Writing <ul style="list-style-type: none"> <li>○ Self-Regulated Strategy Development SRSD</li> <li>○ <a href="https://explicitinstruction.org/video-elementary/elementary-video-6/">https://explicitinstruction.org/video-elementary/elementary-video-6/</a></li> </ul> </li> <li>• Evidence-Based Practices for Teaching Vocabulary in content areas <ul style="list-style-type: none"> <li>○ Targeting vocabulary with CAPS</li> <li>○ <a href="https://explicitinstruction.org/video-elementary/elementary-video-4/">https://explicitinstruction.org/video-elementary/elementary-video-4/</a></li> </ul> </li> </ul>	<p>Chapter 9 Assessing and Teaching Writing and Spelling</p> <p>Chapter 10 Assessing and Teaching Content Area Learning and Vocabulary</p>	
<p>Week 6 3/2</p>	<ul style="list-style-type: none"> <li>• Evidence-Based Practices for Teaching Mathematics <ul style="list-style-type: none"> <li>○ Do this not that when teaching math</li> </ul> </li> </ul>	<p>Chapter 11 Assessing and Teaching Mathematics</p> <p>Chapter in What Really Works: Getting Past I Hate Math! (on Blackboard)</p> <p>Optional Reading: Chapter in What Really Works: UDL &amp; Math (on Blackboard)</p>	
<p>Week 7 3/9</p>	<p>Monday, Mar. 9-Sunday Mar. 15 – Spring Break – No Class</p>		
<p>Week 8 3/16</p>	<p>Differentiation Introduced</p>	<p>Chapter 2 Approaches to Learning and Teaching</p>	<p><b>Simulated Teaching &amp; After Action Review #1</b> – completed in class</p>



Week 9 3/23	Collaboration as it relates to Co-Teaching and Co-Planning  (Science)	Chapter 5 Coteaching and Collaborating: Working with Professionals and Families	<b>Simulated Teaching &amp; After Action Review #2</b> – completed in class  <b>Science Pyramid Plan Notes</b>
Week 10 3/30	Co-Teaching Science Presentations	See Blackboard for readings	<b>Simulated Teaching &amp; After Action Review #3</b> – completed in class  <b>Science Pyramid Co-Planning Presentation</b> (upload your lesson and self-assessment to Blackboard before class)
Week 11 4/6	<ul style="list-style-type: none"> <li>• Unit Overview Workshop <ul style="list-style-type: none"> <li>○ Accommodations</li> <li>○ Modifications</li> </ul> </li> <li>• Universal Design for Learning (UDL) <ul style="list-style-type: none"> <li>○ <a href="http://www.udlcenter.org/">http://www.udlcenter.org/</a></li> <li>○ <a href="http://www.ttacnews.vcu.edu/2010/01/universal-design-for-learning-helps-reduce-challenging-behavior/">http://www.ttacnews.vcu.edu/2010/01/universal-design-for-learning-helps-reduce-challenging-behavior/</a></li> </ul> </li> </ul>	<p>Allsopp, D. H. (1999). Using modeling, manipulatives, and mnemonics with eighth-grade math students. <i>Teaching Exceptional Children</i>, 32(2), 74-81.</p> <p>Kalchman, M. (2011). Using the math in everyday life to improve student learning. <i>Middle School Journal</i>, 43(1), 24-31.</p> <p>What is UDL? <a href="http://www.udlcenter.org/aboutudl/whatisudl">http://www.udlcenter.org/aboutudl/whatisudl</a></p> <p>The Three Principles of UDL <a href="http://www.udlcenter.org/aboutudl/whatisudl/3principles">http://www.udlcenter.org/aboutudl/whatisudl/3principles</a></p>	Bring computer to work on unit overview
Week 12 4/13 Easter Monday	<ul style="list-style-type: none"> <li>• Analyzing Student Data Workshop</li> <li>• Putting it all Together</li> </ul>	Archer & Hughes Chapter 8: Providing Appropriate Practice	<b>Bring your student data to class to work on SAP</b>
Week 13 4/20	Differentiation Applied	See Blackboard for readings	<b>Unit Overview</b> (Blackboard)
Week 14 4/27	<ul style="list-style-type: none"> <li>• Collaborating with Education Professionals</li> <li>• Collaborating with Families of Students with Disabilities <ul style="list-style-type: none"> <li>○ Collaboration Workshop</li> </ul> </li> </ul> <p>(Review examples and non-examples of presentations)</p>	<p>Review Chapter 5</p> <p>Nagro, S. A. (2015). PROSE checklist: strategies for improving school-to-home written communication. <i>TEACHING Exceptional Children</i>, 47(5), 256-263. doi:10.1177/0040059915580031</p>	
Week 15 5/4	<b>Presentations &amp; Reception</b>		<b>Strategy Application Project (SAP)</b> (Blackboard)  <b>Presentations in class</b>

## 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 <https://ds.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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

## Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing [titleix@gmu.edu](mailto:titleix@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 <http://cehd.gmu.edu/>.

## Appendix: Assessment Rubric

Strategy Application Project / Common Assignment		Value 70 points
Abstract	Write 150 word abstract that describes with clarity the strategy application research project, including: <ul style="list-style-type: none"> <li>• Study purpose, process for teaching the strategy using the SRSD model, and student data collected</li> <li>• Results and conclusions</li> </ul>	5
Academic Focus	<ul style="list-style-type: none"> <li>• 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.</li> <li>• In one or two paragraphs, explain how a student with disabilities might struggle with this content.</li> </ul>	5
Description of the Strategy	<ul style="list-style-type: none"> <li>• In one or two paragraphs, introduce the strategy including its full name and any acronym <ul style="list-style-type: none"> <li>◦ Describes the intended outcome; specifically and explicitly, what any student who uses the strategy should accomplish through use of the strategy.</li> <li>◦ Lists the specific steps for using the strategy that a student traditionally follows.</li> </ul> </li> </ul>	5
Description of the Study	<ul style="list-style-type: none"> <li>• In one or two paragraphs, describe demographic/background information about the student that is <i>relevant</i> to understanding the learning needs of the student for this study. <ul style="list-style-type: none"> <li>◦ Include a brief rationale for why the chosen strategy is appropriate (targeting relative weaknesses or building on relative strengths)</li> </ul> </li> <li>• 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. <ul style="list-style-type: none"> <li>◦ Tell what changes/supports were used to modify (graphic organizer? checklist? scaffolding?).</li> <li>◦ 428: Tell what your pre-test, progress monitoring, and post-tests were.</li> </ul> </li> </ul>	20
SRSD Lesson Guide	Turn in your completed SRSD Lesson Guide as a journal of your process. <ul style="list-style-type: none"> <li>◦ Include 5 – 10 dated entries in which you worked on steps of the SRSD Model.</li> <li>◦ 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.</li> </ul>	15
Findings	Present your findings based on data you collected and share specific examples of student data <ul style="list-style-type: none"> <li>• Include at least one chart, table, or figure to organize your data visually.</li> </ul>	10
Conclusion	<ul style="list-style-type: none"> <li>• In one paragraph, provide suggestions for additional uses of the strategy or next instructional steps.</li> <li>• In one paragraph, reflect on insight gained from the strategy application project experience</li> </ul>	6
Appendix	Include teacher-created materials, student work samples, SRSD lesson guide (handwritten is fine)	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

