



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

Spring 2020

EDSE 628 651: Elementary Reading, Curriculum, Strategies for Students Who Access the  
General Education Curriculum.

CRN: 21885, 3 – Credits

<b>Instructor:</b> Dr. Kelley Regan	<b>Meeting Dates:</b> 1/9/2020 – 3/5/2020
<b>Phone:</b> 703-993-9858 (work)	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> <a href="mailto:kregan@gmu.edu">kregan@gmu.edu</a>	<b>Meeting Time(s):</b> 4:30 pm – 9 pm
<b>Office Hours:</b> please contact me via email	<b>Meeting Location:</b> Brambleton Middle School, Ashburn, VA Room 605
<b>Office Location:</b> Finley Building Room 201B	<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. & Bos, C. S. (2012). *Strategies for teaching students with learning and behavior problems* (9th ed.). Allyn & Bacon.  
ISBN: 978-0133570731

Archer, A.L. & Hughes, C.A. (2010). *Explicit instruction: Effective and efficient teaching* (1st ed.). Guildford Press.  
ISBN: 978-1609180416  
Chapters 4 and 8 will be read and referred to in all sections of EDSE 628.

### **Recommended Textbooks**

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

### **Required Resources**

Throughout the semester, we will be using Blackboard (this course will share the BB site you have that is labeled as EDSE 629) and we will be accessing several websites during class sessions and outside of class sessions. Please bring a laptop to class if able.

### **Additional Readings**

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

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, email, hard copy).

### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 628, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). 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 (SAP) (See Appendix A)

## **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**

#### **Attendance/Participation (90 pts; seven classes at 10 pts/session; four at 5 pts/session)**

Attendance/Participation includes (but is not limited to) (a) participation in class and group activities (2 points), (b) displaying evidence of having read material (2 points), (c) being prompt to class (1 point), and (d) completion of classwork assignments (5 points). I plan each session with the expectation that all students will be present and will participate. If you are not in class, five points will be deducted from your attendance/participation grade for that class session, but you will be eligible to earn points for the in-class assignment(s) for classwork points (5 points). You must finish these assignments before the next class session. Please contact me if you will miss class.

During our course sessions, you will be asked to complete an assignment in class with your classmates. The assignments can be turned in after class or within 48 hours of the class session. The class sessions that include classwork assignments are indicated on the syllabus. Directions for each assignment will be given in class but the intent is for them to be completed in class. Some examples are:

**Peer Exchange/Feedback.** You will be given a task to complete prior to class and the expectation is that you will pair with a peer/small group, exchange the completed information, discuss, and make comparisons.

**IRIS Modules.** Modules, resources, and/or briefs will be completed individually or in small groups to reinforce course objectives. <https://iris.peabody.vanderbilt.edu/>

#### **Microteaching and peer review**

There will be an opportunity for microteaching; each teacher candidate will be required to complete one microteaching experience. Microteaching is a technique used to prepare teacher candidates for the real classroom setting (Brent & Thomson, 1996). Each teacher candidate will

be placed in a group of three that will continue throughout the course. One student in each group will do a microteaching session as indicated on the syllabus. Teacher candidates will be provided with feedback from peers and the instructor. Directions will be given in class and posted on Blackboard.

<i>Assignment</i>	<i>Description</i>	<i>Possible Points</i>
Participation/Attendance	Attend class, participate in all activities, complete in-class assignments	20 (4 at 5 points each) + 70 (7 at 10 points each) = 90 points
Microteaching	Completed with classmates in class	10 points
Strategy Application Project	See Appendix A and Blackboard supports	75 points
<b>Total</b>		<b>175 points</b>

## **Course Policies and Expectations**

### **Participation/Attendance**

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments to earn points for class participation.

### **Late Work**

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. I will accept late work ONLY in cases approved by me after discussion with the student at least one week before the assignment is due OR in cases of emergency (e.g., you or a loved one/significant other is incapacitated in some way). If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment on or before the due date and time.

### **Other Requirements**

#### *Workload*

Graduate-level courses require in-depth reading, study, and work on course requirements outside of class time. Students are expected to allot class study and preparation time in addition to time spent on assignments.

#### *Written and oral language*

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines: <http://apastyle.apa.org>. We will use person-first language in our class discussions, written assignments, and ideally in our professional practice.

#### *Blackboard*

We will use our course Blackboard website for much of our course work and material. (this course will share the BB site you have that is labeled as EDSE 629) You will be responsible for all material posted on the website. Please check it regularly.

\*\* I am REQUIRED to use your Mason email to correspond to you. If you do not check it frequently, please adjust the settings to forward the messages to your frequently used account.

### **Grading Scale**

95 – 100	A	(166 – 175)
90 – 94	A-	(158 - 165)
86 – 89	B+	(151 – 157)
80 – 85	B	(140 – 150)
77 - 79	B-	(135 – 139)
73 – 76	C	(128 – 134)
<73	F	(<127)

**\*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	Topic	Readings Due	In-Class assignment	Assignments to Complete/Submit
1/9	Introduction and review		Online field experience form (628)	The IRIS Center. (2014). <i>Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program</i> . Retrieved from <a href="https://iris.peabody.vanderbilt.edu/module/ebp_01/">https://iris.peabody.vanderbilt.edu/module/ebp_01/</a> Perspectives & resources p. 1-3, p. 6-7
1/16	Characteristics; Effective Strategy Instruction; Multi-tier system of support	Chp. 2 & 3 V&B	Matching student(s) w/ strategy w/ resources	Find research article with evidence-based strategy for SAP and send to me for approval by Class 2/6.
1/23	See EDSE 629			
1/30	See EDSE 629			
2/6	Assessing skills of reading, writing, spelling, math, etc. Running records/ miscue analysis; teacher questioning; Curriculum-Based Assessments (CBA); Accommodations/Modifications	182-184 (reading) 296-297 (writing) 367-371 (math) 334-339 (adapting material)	SAP article summary table	
2/13	Early reading— Oral language, Overview of the Five Domains of Reading Decoding Strategies Elkonin Boxes; DI	Chp. 6, 7 V & B	Identify explicit skill for SAP and create assessments	Create assessments and have one approved by instructor before implementing.
2/20	Early reading-- Fluency, Vocab, Comp; Word Sorts; Meta cognition, Language experience charts and lit circles		Sequence and List your strategy steps (5 points) and peer share	Assess your selected student(s) with the created assessment and develop any materials needed for strategy implementation (5 points)  Draft your Lesson Plan 1 of SAP
2/27	See EDSE 629			
3/5	See EDSE 629			



3/12	Early math-- Principles of math instruction; NCTM Cognitive strategy instruction Manipulatives Literature Mnemonic math strategies	Chp. 11 V & B	Microteaching (use your lesson plan 1 draft)	Over the next 3 weeks, you should (a) introduce your strategy to selected student(s) using lesson plan 1, (b) continue to teach/reinforce procedural knowledge of strategy and (c) provide opportunities for student application, & (d) gather data from your observations and f at least 2 NEW assessments of targeted skill.
3/19	See EDSE 629			
3/26	See EDSE 629			
4/2	Work Day	Chp 8 A&H		Lesson plan 1 DUE for feedback
4/9	SPRING BREAK			
4/16	Early Writing-- Writing Development Writing Process Planning strategies Spelling Instruction/rules Handwriting /Technology	Chp. 4 A & H		Prepare to turn in Lesson Plan 2 on 4/23 (student has built fluency for using the strategy and implementation of this lesson is expected and can happen at any time)
4/23	Written Expression Self-Regulated Strategy Development (SRSD) Self-Regulated Learning Strategies Graphic Organizers Technology	Chp. 9 V & B	(Guest speaker: please bring a device with a Chrome browser)	Lesson Plan 2 DUE should be submitted on or before 4/23
4/30	See EDSE 629			
5/7	Content strategies— PALS, CWPT, QAR (Question/Answer Relationship) strategy	Chp. 10 V & B	Microteaching #6 IRIS module	Draft of Critical Reflection component of SAP should be brought to the final class session.
5/14	Content strategies— possible selves, study skills; gallery walk		Critical Reflection (Part IV of SAP)	

## 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(s)

#### Strategy Application Project (SAP)

Summary: The focus of the SAP is teaching a student(s) with mild disabilities who accesses the general education curriculum how to use a strategy for academic learning. The goal is for the student to use the strategy independently, though this might not be achieved in the course of the semester. The chosen strategy that must be a research-validated approach or evidence-based practice for mastering knowledge or skills in elementary level reading, language arts (including oral language expression, writing, and spelling), mathematics, science, or social studies. This may include strategies for vocabulary development or memory or metacognition as specifically applied to mastering content in reading, language arts, mathematics, science, or social studies. In all cases, the strategy must be one appropriate for use with students working at the elementary level, even though the student subject may be a secondary student.

The professor provides other requirements (e.g., inclusion of research that validates the efficacy of the strategy; the VA SOL that are addressed by the instruction; candidate reflection on the impact of direct/explicit instruction), options (e.g., working with a group of students instead of an individual), and supports (e.g., format for lesson plans). The direct instruction component (i.e., the candidate teaching the student subject(s) the strategy and providing practice and application sessions) typically spans 5 to 10 sessions, approximately 15-20 minutes per session; however, this is flexible, depending on the student subject's characteristics and progress, as well as on the selected strategy and academic content.

There are Four sections to the SAP. Specific requirements are below.

<b>I. Planning</b>	
1. Identify an evidence-based strategy (by name) from a peer reviewed article (put in APA format), the strategy's specific purpose and/or intended outcomes, and provide a rationale for why the strategy is appropriate for a targeted student(s) who will benefit from use of this strategy; you will need to get instructor approval for use	5 points
2. Article Summary Table (in class assignment)	5 points
3. Develop a brief assessment of student(s) targeted skill, which should align with the selected strategy (in class assignment) AND have student(s) complete the assessment (Data point #1) (out of class assignment)	5 points

4. Develop any materials for strategy implementation including the subsequent assessments (need 5 more comparable versions) (you will share and get feedback from a peer(s) in class)	5 points
5. List the specific, detailed steps of the strategy (out of class assignment) in a numbered sequence that acts as a task scaffold for someone who wishes to be guided, step-by-step, through using the strategy. (You will complete micro-teaching of the strategy to classmates (in class assignment)	5 points
<b>II. Lesson Plan I – Implementation of the strategy</b>	
6. Describe the student to whom the strategy is taught and the implementation parameters <ul style="list-style-type: none"> <li>• Provide student demographic/background information relevant to the study (e.g., age, disability, cultural background, interests)</li> <li>• State the academic area of focus (content and topic) and a rationale for selecting it as the instructional emphasis for this student.</li> <li>• What is the setting for implementation, teacher-to-student session lengths; overall timelines, accommodations used with student, if appropriate</li> </ul>	5 points
7. Use the Lesson Plan template (provided in class) to describe the instructional implementation for teaching student(s) the strategy	15 points
<b>III. Lesson Plan II – Fluency of Strategy Use</b> (implement after student has had at least 3 opportunities for guided and/or indep practice)	
8. Provide a brief update since the initial lesson in which the strategy was introduced. Did you fade or modulate support based on student’s individual needs? <ul style="list-style-type: none"> <li>• Describe any modifications you made to the strategy and/or your instruction in order for the student to meet the unit/lesson objective(s)</li> <li>• Provide and discuss the completed student assessments that have guided your strategy instruction and/or instruction in general (have at least 3 completed before this lesson)</li> <li>• Describe your observations of student(s) use of the strategy and your instructional response (i.e., instruction, materials, or instructional setting)</li> </ul>	5 points
9. Use the Lesson Plan template (provided in class) to describe the instructional implementation with the strategy embedded	15 points
<b>IV. Critical Reflection</b>	
10. Describe a summary of the assessment results and evaluate the effectiveness of the strategy implementation including:	5 points

<ul style="list-style-type: none"> <li>a. The efficacy/effects of strategy use on student mastery of the content</li> <li>b. How these results compared to expectations based on the research</li> <li>c. Consideration of influencing factors (e.g., student prior knowledge; level of instructional materials; suitability of the number of sessions implemented over the time frame for the course project; the continuity of instruction, such as interruptions due to student absences).</li> </ul>	
<p>12. 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).</p>	<p>5 points</p>

\* All written components should be written with clarity, precision, and engagement; uses sequence and flow that are logical and aid understanding; If these qualities consistently are not in evidence, points are deducted based on the degree of non-compliance.