



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

Summer 2020

EDSE 628 A01: Elementary Reading, Curriculum, Strategies for Students Who Access the
General Education Curriculum

CRN: 40048, 3 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Dr. Christine Ritter	Meeting Dates: 06/01/20 – 07/04/20
Phone: (703) 433-0795 (home)	Meeting Day(s): Monday; Wednesday; Friday
E-Mail: critter6@gmu.edu	Meeting Time(s): 7 pm – 10 pm
Office Hours: by appointment	Meeting Location: N/A; Online
Office Location: by appointment	Other Phone: (703) 220-4661 (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.

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 sped@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. Synchronous 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

This course will be delivered online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 20, 2020

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers) (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers) To get a list of supported operation systems on different devices see: [Tested devices and operating systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems) (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>)
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one virtual meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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.)*. Boston, MA: Allyn & Bacon. ISBN: 9780133570731

Archer, A.L. & Huges, C.A (2011). *Explicit Instruction: Effective and Efficient Teaching (1st ed.)*. New York, NY: Guilford Press. ISBN-13: 978-1609180416

Recommended Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*.

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 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

Field Experience Requirement * See Appendix A *****

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).

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.

*Please note that due to barriers with accessing field experience placements in Summer 2020 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified well in advance with changes and provided with alternative options. Check your Mason email regularly for important information regarding your field experience.

Assignments

I. Attendance and Participation (10% of final grade)

See policies about attendance and participation in the next syllabus section “Course Policies and Expectations”. The expectations must be met to earn attendance and participation points.

II. Responses to Resources (25% of final grade)

The candidate responds to designated videos, IRIS modules, or readings by responding and submitting your thoughts to the following three questions:

- What resonated with you from the readings / modules etc.?
- What comments /connections did you make?
- What is one thing that you want to incorporate into your instructional practices?

III. Presentation on a Course Topic (30% of final grade)

Each candidate leads a presentation. The presentation focuses on topics addressed in EDSE 628. The topics correspond to content in the course syllabus.

The presentation 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 of information in the course text. The purposes of the presentation and its activities are:

- To assist class members in processing and applying principles of instruction for that content.
- To experience activities during which presenter model/share evidence-based teaching practices.
- To facilitate participants in developing a deeper understanding of evidence-based strategies that classroom students would use to master content.
- To expand our repertoire of teacher practices and learner strategies learning beyond those focused upon in the required course materials.

The materials used and shared must be done in compliance with copyright regulations. All materials/documents and any PowerPoint presentations used as part of the chapter presentation are due to the professor electronically by the start of class the day of the presentation.

Following completion of the presentation, the candidate evaluates the presentation by assigning points earned on the assessment matrix and writing a statement of supporting evidence for each section on the matrix. Additionally, write a concise reflection on what the individual gained from the assignment. The self-assessments are due by noon the Sunday following the presentation.

IV. Common Assignment: Strategy Instruction Assignment (35% of final grade)

The Strategy Instruction Assignment (SIA) is the Common Assignment for EDSE 628 across all sections of the course. The focus of the research is teaching a student (or group of students) with mild disabilities how to use a strategy for academic learning with the goal to self-sufficient implementation by the student (student self-direction in use of the learning strategy). The strategy should be one that is applicable to mastering the elementary (K-6) curriculum (for possible exceptions, consult with the professor).

The strategy must be a research-validated approach for mastering knowledge or skills in elementary level reading, language arts (including oral language expression and writing), 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 case, the strategy is one appropriate for use with students working at the elementary level. The teaching methodology follows the Self-Regulated Strategy Development (SRSD) process for teaching a strategy to a student and monitoring student progress.

NOTE: The strategy used in the EDSE 628 project *may not be one to improve student behavior*.

Course Policies and Expectations

Attendance/Participation

Attendance includes:

- Promptness (getting to class and back from breaks on time) and
- Being present for the full duration of class in the classroom and, as appropriate, other areas of course activity.

Course participants who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions, clarifications, and explanations. Assignments are due as if in attendance and as outlined in the course syllabus. Class session participation points are not awarded if a teacher candidate/student has not attended class or misses more than one (1) hour.

A second absence will result in the final grade dropping by 5 points.

Three absences (including the granted absence—i.e., two absences in addition to the granted absence) will result in a base grade of C, equivalent to 79 points, from which unearned points will be deducted.

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;
- Contributing thoughtfully and fully to class activities and discussions;
- Listening to and being respectful of the ideas of others;
- 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;

Late Work - An assignment is considered late if it is not submitted as outlined below.

- All assignments are required to be completed and submitted on time.
- For late submissions of assignments:
 - Fifty percent (50%) of the points will be deducted from your assignment grade for late submissions unless the professor has agreed to an extension. The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade. See below for further conditions.

Grading Scale

90-100 points = A	70 – 79 points = C
86 – 89 points = B+	< 70 points = F
80 – 85 points = B	

Attendance, preparation, and professionally relevant, active participation that demonstrate proper educator and graduate candidate dispositions and behaviors are expected in all class sessions and interactions.

***Note:** The George Mason University Honor Code will be strictly enforced (see [Academic Integrity Site](https://oai.gmu.edu/) [https://oai.gmu.edu/] and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) [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 [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (https://cehd.gmu.edu/students/policies-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.

- June 1, 2020 – July 4, 2020
- Monday, Wednesday, Friday from 7:00 pm – 10:00 pm

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>)

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) [<https://catalog.gmu.edu/policies/honor-code-system/>]).
- Students must follow the university policy for Responsible Use of Computing (see [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) [<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 [Disability Services](https://ds.gmu.edu/) [<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 [Tk20 Help](mailto:tk20help@gmu.edu) (tk20help@gmu.edu) or CEHD's [Online Assessment System](https://cehd.gmu.edu/aero/tk20) (<https://cehd.gmu.edu/aero/tk20>). Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<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 the [Title IX Coordinator](mailto:titleix@gmu.edu) (titleix@gmu.edu).
- For information on student support resources on campus, see [Student Support Resources on Campus](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) (<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 [College of Education and Human Development](http://cehd.gmu.edu/) (<http://cehd.gmu.edu/>).

Class Schedule

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

Class	Topics For Class This Week	Assignments for Next Class
Class 1 Monday June 1st	<ul style="list-style-type: none"> All Means All Why access the general education curriculum? Assets and Catching Up / Introductions Course Overview, Syllabus, Assignments, and Assessments 	Preparation for June 3rd – Class 2 <ul style="list-style-type: none"> Read Chapters 1 and 3 Complete IRIS Module - SRSD: Using Learning Strategies to Enhance Student Learning https://iris.peabody.vanderbilt.edu/module/srs/ Submit Prior to Class: <ul style="list-style-type: none"> Response To Resources
Class 2 Wednesday June 3 rd	Chapters 1 and 3 <ul style="list-style-type: none"> Chapter 1: Monitoring and Teaching for Understanding Chapter 3: Response to Intervention and Multi-Tier System of Supports Evidence-based practices Zone of Proximal Development Explicit Instruction and Self-Regulated Strategy Development (SRSD), including SRSD 	Preparation for June 5 th – Class 3 <ul style="list-style-type: none"> Read Chapter 2 (Vaughn & Bos) Read Chapter 8 (Archer & Hughes) IRIS: Providing Instructional Supports: Facilitating Mastery of New Skills https://iris.peabody.vanderbilt.edu/module/sca/ Read Chapter 8 Article – Evidence Based Practices Submit Prior to Class: <ul style="list-style-type: none"> Response To Resources IRIS Assessment
Class 3 Friday June 5 th	Chapter 2 – Approaches to Learning and Teaching (Vaughn & Bos) Chapter 8 – Providing Appropriate Independent Practice (Archer & Hughes) <ul style="list-style-type: none"> Providing Instructional Supports: Differentiation and Scaffolding (Big D Little d) Facilitating Mastery of New Skills Working Memory 	Preparation for June 8 th - Class 4 <ul style="list-style-type: none"> Read Chapter 4 Read: (posted in BB) Nagro, S.A., Fraser, D. W., & Hooks, S. (2019). Lesson planning with engagement in mind: Proactive classroom management strategies for curriculum instruction. <i>Interventions in School and Clinic</i>, 54(3), 131-140. Submit Prior to Class: <ul style="list-style-type: none"> Response To Resources
Class 4 Monday June 8 th	Chapter 4 – Managing Behavior <ul style="list-style-type: none"> Proactive vs Reactive Instructional Planning to reduce challenging behaviors 	Preparation for June 10 th – Class 5 <ul style="list-style-type: none"> Read Chapters 6 & 7 Submit Prior to Class: <ul style="list-style-type: none"> Response To Resources
Class 5 Wednesday June 10 th	Chapters 6 & 7 – Oral Language; Phonological Awareness, Phonics, and Word Recognition	Preparation for June 12 th – Class 6 <ul style="list-style-type: none"> Read Chapter 8 Submit Prior to Class: <ul style="list-style-type: none"> Response To Resources
Class 6 Friday June 12 th	Chapter 8 – Fluency and Comprehension	Preparation for June 15 th – Class 7 <ul style="list-style-type: none"> Read Chapters 9 & 10 Watch: https://explicitinstruction.org/video-elementary/elementary-video-4/ Watch:

Class	Topics For Class This Week	Assignments for Next Class
		https://explicitinstruction.org/video-elementary/elementary-video-6/ Submit Prior to Class: <ul style="list-style-type: none"> • Response To Resources •
Class 7 Monday June 15 th	Chapter 9 – Writing and Spelling Chapter 10 - Vocabulary	Preparation for June 17 th – Class 8 <ul style="list-style-type: none"> • Read Chapter 11 • Read pages 18-28: posted in BB <i>Making Sense of Math: How to Help Every Student Become a Mathematical Thinking and Problem Solver</i> , Seeley, C. L. ASCD, 2016 Optional: IRIS Module High-Quality Mathematics Instruction: What Teachers Should Know https://iris.peabody.vanderbilt.edu/module/math/ Submit Prior to Class: <ul style="list-style-type: none"> • Response To Resources
Class 8 Wednesday June 17 th	Chapter 11 - Mathematics	Preparation for June 19 th – Class 9 <ul style="list-style-type: none"> • Prepare presentations and review resources
Class 9 Friday June 19 th	Independent Work / prep <ul style="list-style-type: none"> • Optional Readings on Blackboard 	Preparation for June 22 th – Class 10 <ul style="list-style-type: none"> • Prepare for presentations
Class 10 Monday June 22 nd	Chapter 4 – Archer & Hughes <ul style="list-style-type: none"> • Designing Lessons Additional Articles / Resources on Blackboard to Support Presentations	Preparation for June 24 th - Class 11 <ul style="list-style-type: none"> • Prepare for presentations
Class 11 Wednesday June 24 th	Presentations <ul style="list-style-type: none"> • Oral Language • Phonological Awareness • Phonics 	Preparation for June 26 th - Class 12 <ul style="list-style-type: none"> • Presentations • Continue to work on SAP
Class 12 Friday June 26 th	Presentations: <ul style="list-style-type: none"> • Word Recognition • Vocabulary 	Preparation for June 29 th - Class 13 <ul style="list-style-type: none"> • Presentations • Continue to work on SAP
Class 13 Monday June 29 th	Presentations <ul style="list-style-type: none"> • Fluency • Spelling • Writing 	Preparation for July 1 st - Class 14 <ul style="list-style-type: none"> • Presentations • Continue to work on SAP
Class 14 Wednesday July 1 st	Presentations <ul style="list-style-type: none"> • Math Computation • Math Word Problems 	Preparation for July 3 rd - Class 15 <ul style="list-style-type: none"> • Complete SAP
Class 15 Friday	Wrapping Up and Closure <ul style="list-style-type: none"> • Submit all Papers 	

Class	Topics For Class This Week	Assignments for Next Class
July 3 rd		

Appendix A : Strategy Application Project Assessment Rubric

Changes to Field Experiences/ Strategy Application Project: Given that schools are closed through the academic year and the unknown status of summer programming, at this point we will not be able to arrange any field experience placements for the summer semester. As a result, changes have been made to the Strategy Application Project which historically been completed during the field experiences. The syllabus outlines the EDSE field experience process, yet please note that EDSE field experience placements are not currently possible.

I. Planning	
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	5 points
3. Develop a brief assessment of student(s) targeted skill, which should align with the selected strategy	5 points
4. Develop any materials for strategy implementation	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
II. Lesson Plan I – Mock Teaching of the strategy	
6. Describe the student to whom the strategy is taught and the implementation parameters <ul style="list-style-type: none"> • Provide student demographic/background information relevant to the study (e.g., age, disability, cultural background, interests) • State the academic area of focus (content and topic) and a rationale for selecting it as the instructional emphasis for this student. • What is the setting for implementation, teacher-to-student session lengths; overall timelines, accommodations used with student, if appropriate 	5 points

7. Use the Lesson Plan template (provided in class) to describe the instructional implementation for teaching student(s) the strategy	15 points
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III. Lesson Plan II – Fluency of Strategy Use

8. Describe where this lesson plan falls in the sequence of instruction since introducing the strategy in lesson plan I. <ul style="list-style-type: none"> • Provide student demographic/background information relevant to the study (e.g., age, disability, cultural background, interests) • State the academic area of focus (content and topic) and a rationale for selecting it as the instructional emphasis for this student. • What is the setting for implementation, teacher-to-student session lengths; overall timelines, accommodations used with student, if appropriate 	5 points
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<ul style="list-style-type: none"> • Use the Lesson Plan template (provided in class) to describe the instructional implementation with the strategy embedded (Refer to the strategy by name and ensure it is embedded in the lesson) 	15 points
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IV. Critical Reflection

9. Provide a 2-4 page reflective response about the SAP assignment experience: <ol style="list-style-type: none"> a. Identify the primary learning objective(s) you met as a result of the SAP assignment. b. Description of your learning with detail c. Significance of what you learned d. How what you learned will inform future lessons e. Response should be written with clarity, precision, and engagement; uses sequence and flow that are logical and aid understanding 	10 points
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