



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

Fall 2020

EDSE 628 658: Elementary Reading, Curriculum, Strategies for Students Who Access the General
Education Curriculum
CRN: 84251, 3 – Credits

Instructor: Dr. Andrea Boykin	Meeting Dates: 9/15/20 – 11/17/20
Phone: (202) 630-8631	Meeting Day(s): Tuesday
E-Mail: aboykin2@gmu.edu	Meeting Time(s): 4:30 pm – 8:30 pm
Office Hours: By appointment	Meeting Location: N/A; Online
Office Location: Virtual	Other Phone: 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 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

This course will be delivered online (76% or more) using 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 September 13, 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 [3] 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 meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method 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 insure 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 Texts

Vaughn, S., & Bos C. S. (2020). *Strategies for Teaching Students with Learning and Behavior Problems* (10th ed.). Pearson. ISBN-13: 978-0134792019 (10th Edition only!)

Archer, A.L., & Hughes, C.A. (2010). *Explicit Instruction: Effective and Efficient Teaching* (1st ed.). Guilford Press. ISBN-13: 978-1609180416 (Chapters 4 and 8 only)

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Additional Readings

You will access peer reviewed articles related to our weekly lectures and your chosen topic for the Strategy Application Project. Related articles will vary based on weekly topic, interest and assignment ideas.

Course Performance Evaluation

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

VIA 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 VIA (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 VIA.

For EDSE 628, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

N/A

College Wide Common Assessment (VIA submission required)

N/A

Performance-based Common Assignments (No VIA submission required)

1. Strategy Instruction Assignment (40 points total; 30 points paper/10 point poster)

Due to COVID-19 restrictions, alternatives to this assignment will be presented the first night of class and described in the directions folder.

The Strategy Instruction Assignment (SIA) is the Common Assignment for EDSE 628 across all sections of the course. The project is started, conducted, and completed during the current semester. The EDSE 628 candidate designs and implements instruction, collects data, analyzes results, and makes recommendations for further instruction. The project is presented in both paper and poster format.

The focus of the project is teaching a student with mild disabilities in grades K-12 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. 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.

*Specific instructions and the rubric will be given in the directions folder that will be uploaded to Blackboard on the first night of class

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).

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 Fall 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.

Other Assignments

1. Concept Application Activity (20 points total/5 points each)

628 candidates will apply specific concepts learned in class to evaluate a recording of a lesson or a lesson that the teacher candidate conducted or viewed in a K-12 classroom (as proven by a developed lesson plan). Although we will discuss in class, these informal activities do not require a PowerPoint presentation. Four of these activities will occur throughout the semester. Teacher candidates must submit a short-written discussion to blackboard with the following components:

- Discussion of the core components of the effective instructional practice (1 paragraph- 2 points)
- Overview of the viewed lesson (effective and non-effective components – 1 point)
- How this instructional practice could be used to improve the lesson (1 paragraph- 2 points)

2. Strategy Tool Kit Presentations (30 points total)

In a small group, candidates will develop a strategy tool kit that provides an overview of evidence-based practices for reading, writing, or mathematics, or content area instruction to support students with disabilities in an inclusive setting. Candidates will complete one presentation as a group during the semester. Groups will also create a handout that contains a

brief overview of each strategy. More information about this assignment, along with examples, will be provided in Blackboard.

3. Teaching Reflection (30 points)

Once throughout the semester, you will teach a lesson that includes an evidence-based practice. You will video record the lesson so that you can watch yourself teaching and complete an after-action report. This type of self-assessment is intended to help you describe, analyze, and judge your implementation of a research-based or evidence-based strategy. Although you will not submit the recording of your teaching, the simulated teaching will consist of the following for submission:

- Formal and complete lesson plan that covers 30 minutes of teaching
- One-page written self-review (after you watch the recording) of your lesson.
 - Consider pacing, clarity of communication, types of questions asked, etc. and will decide which teaching techniques to continue and which need to be changed.

4. Weekly Activities/Participation (20 points/2 points per class)

Each week, we will engage in a topic specific activity as a part of our lecture. Activities will be embedded during each weekly discussion. Directions for each activity will be posted within Blackboard.

Assignment	Total Points
Concept Application Activities	20
Teaching Reflection and Lesson Plan	30
Weekly Activities and Participation	20
Strategy Toolkit Presentation	30
Strategy Toolkit Handout	10
Strategy Application Project Paper	30
Strategy Application Project Poster	10
Total	150

Course Policies and Expectations

Attendance/Participation

628 candidates are expected to attend all classes. Teacher candidates may miss one class with no grade penalty. After that, 2 points will be taken off the final grade for each additional missed class. Teacher candidates are expected to arrive on time and stay for the duration of the class. Tardiness/leaving early (more than twice) will cause 5 points to be taken off the final grade per incident.

Late Work

Late work will not be accepted without prior arrangement with the instructor. If such an arrangement is made, the maximum extension is one week. Only one assignment may qualify for an extension request.

Grading Scale

95-100% = A	90-94% = A-	80-89% = B	70-79% = C	70% = F
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***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.

Class	Topic	Readings and Assignment Due
9/15/2020	<ul style="list-style-type: none"> ▪ Course Introduction and Syllabus Review ▪ Quality Indicators for Research ▪ Evidence-Based practices 	<ul style="list-style-type: none"> ▪ <i>Additional Reading: Gersten & Fuchs Article</i> ▪ Quality Indicators (in class activity)
9/22/2020	<ul style="list-style-type: none"> ▪ Monitoring and Assessing Progress ▪ Tiered Systems of Support ▪ Cognitive Strategy Instruction ▪ Social Learning 	<ul style="list-style-type: none"> ▪ Read Chapters 1 - 3 (Vaughn & Bos) ▪ Chapter 4 & 8 (Archer and Hughes) ▪ Cognitive Strategy Instruction (in class activity) ▪ Introduction Discussion Board Post Due ▪ Strategy Toolkit Sign Up Due ▪ SAP Project Topic Due
9/29/2020	<ul style="list-style-type: none"> ▪ Applied Behavior Analysis ▪ Managing Behavior ▪ EBPs and research-based strategies for Behavior 	<ul style="list-style-type: none"> ▪ Read Chapter 4 (Vaughn & Bos) ▪ SAP Project Planning (In class activity)
10/6/2020	<ul style="list-style-type: none"> ▪ Co-teaching and collaboration ▪ Working with Professionals and Families 	<ul style="list-style-type: none"> ▪ Read Chapter 5 ▪ Strategy Toolkit Presentations (Behavior Groups) ▪ Working with Families (in class activity) ▪ Behavior Concept Application Due
10/13/2020	<ul style="list-style-type: none"> ▪ Language Development ▪ Teaching Oral Language ▪ Teaching language for culturally and linguistically diverse students ▪ Reading Instruction 	<ul style="list-style-type: none"> ▪ Read Chapters 6 and 7 (Vaughn & Bos) ▪ SAP Project Check-In ▪ Teaching culturally and linguistically diverse students (in-class activity)
10/20/2020	<ul style="list-style-type: none"> ▪ Fluency and Comprehension ▪ Progress Monitoring for Comprehension ▪ EBPs and research-based practices for comprehension 	<ul style="list-style-type: none"> ▪ Read Chapter 8 (Vaughn & Bos) ▪ Teaching comprehension (in-class activity) ▪ Strategy Toolkit Presentations (Reading)
10/27/2020	<ul style="list-style-type: none"> ▪ The Writing Process ▪ Teaching Spelling ▪ EBPs and research- based practices for Writing and Spelling 	<ul style="list-style-type: none"> ▪ Read Chapter 9 (Vaughn & Bos) ▪ Assistive Technology for Writing (in-class activity) ▪ Reading Concept Application Due ▪ Teaching Reflection and Lesson Plan Assignment Due

10/30/2020	<ul style="list-style-type: none"> ▪ Content Area Instruction ▪ Content specific vocabulary ▪ Content Area Reading ▪ Content Adaptations ▪ EBPs and research-based practices for Reading 	<ul style="list-style-type: none"> ▪ Read Chapter 10 (Vaughn & Bos) ▪ Content Adaptations (in class activity) ▪ Writing Concept Application Due ▪ Strategy Toolkit Presentation (Writing)
11/3/2020	<ul style="list-style-type: none"> ▪ Math Instruction ▪ Prenumber Skills ▪ Computations ▪ EBPs and research-based practices for mathematics 	<ul style="list-style-type: none"> ▪ Read Chapter 11 (Vaughn & Bos) ▪ Computation (in-class activity) ▪ Math Concept Application Due ▪ Strategy Toolkit Presentations (Math)
11/10/2020	Class Wrap-Up and Poster Presentations!	<ul style="list-style-type: none"> ▪ SAP Project and Poster Due

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 VIA should be directed to [VIA Help support@watermarkinsights.com](mailto:support@watermarkinsights.com). 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/>).

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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto: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/).

Appendix

Assessment Rubric(s)

Strategy Instruction Assignment / EDSE 628 Common Assignment		30 points	Pts.	
Abstract	Provides an original concise abstract that describes with clarity the strategy application project/EDSE 628 student’s research, including: <ul style="list-style-type: none"> • Objective of the study, noting the strategy used to achieve what academic purpose for learners with which learning characteristics and need(s) 		3	

	<ul style="list-style-type: none"> • Summary statement of methods (includes: subject, implementation conditions, timeframe, use of SRSD model for instruction, and data collection method) • Results, conclusions, and implications. 		
Student Subject	<p>Describes the student to whom the strategy is taught.</p> <ul style="list-style-type: none"> • Provides student demographic/background information relevant to the study • States the academic area of focus (content and topic) of this study and a rationale for selecting it as the instructional emphasis for this student. • Discusses the effects exceptional conditions can have on learning in this content area. Verifies statements by citing professional sources. 	3	
The Strategy	<p>Describes the strategy selected for the project.</p> <ul style="list-style-type: none"> • Introduces the specific strategy by name (states the full name and then, if relevant, provides the acronym or common name). • Explains the strategy's specific purpose and/or intended outcomes. • Provides a rationale for why the strategy is appropriate for this particular student subject. • States conditions and materials needed to successfully teach the strategy, including tips for implementation and possible accommodations for using this strategy with different student populations (e.g., age; disability; cultural background; interests). • Lists the specific, detailed steps of the strategy (not the SRSD model). These steps are presented in a numbered sequence that acts as a task scaffold for someone who wishes to be guided, step-by-step, through using the strategy. 	4	
Study Implementation	<p>Presents the Self-Regulated Strategy Development (SRSD) model.</p> <ul style="list-style-type: none"> • Introduces the use of SRSD as the model of instruction used for this project. • Describes the implementation parameters (setting; teacher-to-student ratio; session lengths; overall timelines; accommodations were used with the student subject, if appropriate). • Introduces the SRSD Lesson Guide log, then displays as a table the completed Self-Regulated Strategy Development (SRSD) Lesson Guide log. <p><i>This benchmark is continued on the next page.</i></p>	3	
SRSD Lesson Guide	<p>Provides the completed SRSD Lesson Guide in table format. Details how each step of the SRSD model was followed to implement the project, from pre-assessment (3 probes prior to instruction) through instruction and post assessment (administered at the conclusion of the study). The left column lists the SRSD step and the corresponding right column notes the actions taken by the EDSE</p>	10	

	628 candidate to carry out with the K-12 student subject that SRSD step. The detail in the right column resembles a modified lesson plan with the <i>discrete instructional actions in a numbered list</i> . There are at least 5 (and approximately up to 10) dated entries in the lesson guide for SRSD during which the student subject applies the steps of the strategy while receiving appropriate levels of teacher support (guided practice through independent use). If possible, post instruction data is collected.		
Results	<ul style="list-style-type: none"> • Describes the findings. • Includes an appropriate curriculum based measurement (CBM) graph of data (or alternative, as per consultation with the professor) and any accompanying charts, tables, and figures. • Evaluates the effectiveness, including: <ul style="list-style-type: none"> ○ The efficacy/effects of strategy use on student mastery of the content ○ How these results compared to expectations based on the research ○ 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). 	3	
Recommendations	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).	1	
Reflection	Reflects on the professional knowledge, expertise, and insight gained from the strategy instruction assignment experience.	2	
Ref. & Append. (I & II)	Attaches a reference list in APA format and relevant appendices (e.g., a copy of an instructional tool/aid used/created for implementation; samples/evidence of student work that show application of the strategy).	1	
	The paper: is written with clarity, precision, and engagement; uses sequence and flow that are logical and aid understanding; reflects graduate school level conception and execution; uses current APA format throughout the paper and in the reference list. If these qualities consistently are not in evidence, points are deducted based on the degree of non-compliance.		

Total Points Earned: