



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

Spring 2021

EDSE 628 662: Elementary Reading, Curriculum, Strategies for Students Who Access the
General Education Curriculum
CRN: 23517, 3 – Credits

Instructor: Dr. Christine McElwee	Meeting Dates: 1/13/21 – 3/10/21
Phone: 703-864-5776	Meeting Day(s): Wednesday
E-Mail: cmcelwee@gmu.edu	Meeting Time(s): 4:30 pm – 9: pm
Office Hours: by Appointment Only	Meeting Location: Online
Office Location: online	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. Video and other media supports
4. Research and presentation activities
5. 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 January 12, 2021 @ 5:00 pm.

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 \(www.apple.com/quicktime/download/\)](http://www.apple.com/quicktime/download/)

Expectations

- **Course Week:**
Our course week will begin on the day that our synchronous meetings take place (Tuesday) 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 1 time 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.). Guildford 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

Peer-Reviewed Journal Readings

You will be accessing peer-reviewed journal articles as part of the Strategy Instruction Assignment. These articles will vary depending on individual student interests and assignment ideas.

Online Reading

Throughout the semester, we will be using several websites to support and enhance the information we are gaining from the course text. It is a good idea to save these sites as “Favorites” for your use in this class, as well as professional reference. Some of the sites (among others) we will use are:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml> Virginia SOL website

http://reading.uoregon.edu/big_ideas/index.php “Five Big Areas of Reading”

http://www.teachingld.org/ld_resources/alerts/default.htm#mnemonic Discusses Mnemonic Instruction

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)**

None

**College Wide Common Assessment
(VIA submission NOT required)**

Strategy Instruction Assignment (SIA) – due 3/9/2021

The Strategy Instruction Assignment (SIA) is the Common Assessment 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 a paper (parameters set by the professor).

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

The focus of the project is teaching a student 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 during the course of the semester. The chosen strategy 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.

**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 spring 2021, 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. **If the instructor allows field experiences to be completed on-the-job for students working in schools, you must have administrator approval and access to all field experience-related tasks and requirements. Please note that if you are not completing your field experience on-the-job or if your worksite does not meet the necessary requirements, you will use an alternative option provided by your instructor; you may NOT arrange your own field experience placement (i.e., do NOT reach out to teachers or administrators on your own).** Check your Mason email regularly for important information regarding your field experience.

Other Assignments

IRIS Module: SRSD – Using Learning Strategies to Enhance Student Learning – due 1/25/2021

Each student will complete the IRIS Module on the SRSD model of strategy instruction for students with disabilities. Each student will be required to respond to a series of questions pertaining to the information in the module. The intent of the assignment is to acquire a working knowledge of how to teach instructional strategies and/or evidence-based practices to students with disabilities.

More information for this assignment will be detailed during the first class session.

Lesson Plan A Paper (Language Arts/Math) – due 2/15/2021

Each student will prepare a paper to include a **lesson plan** (*Language Arts or math*) that follows the Active Teaching model demonstrated in class, incorporating at least one instructional strategy presented in class. The lesson plan will incorporate at least one instruction strategy presented in class. In addition, additional components for effective teaching reviewed in class will be included.

More information for this assignment will be detailed during the first class session.

Lesson Plan B Paper (Social Studies/Science) – due 3/1/2021

Each student will prepare a paper which will include a **lesson plan** (*Social Studies or Science*) that follows the Active Teaching model demonstrated in class. The lesson plan will incorporate at least one instruction strategy presented in class. In addition, additional components for effective teaching reviewed in class will be included.

More information for this assignment will be detailed during the first class session.

Instructional Strategies Collection – Parts 1, 2, 3 – due 2/1, 2/8, 2/22/2021

One of the goals of the course is for students to learn and understand the components of instructional strategies that can be used across the content areas (reading, writing, math, science, and social studies). A second goal is for students to be able to take the learned strategies and apply them with specific students in various settings. With this in mind, each student will review scenarios and then choose one strategy from the Vaughn and Bos text for each content area (reading, math, writing, social studies, and science) to support the needs of the student in each scenario. The student will be required to describe the instructional strategy in a variety of ways. This assignment is divided into three parts.

More information for this assignment will be detailed during the first class session.

Course Policies and Expectations

Attendance/Participation

Class attendance and participation are essential to this course. *A mandatory synchronous class session will be held each week on Tuesday night from 5:00 – 7:00.* Attendance points are earned for each week's online coursework to give a student experience with and course credit for engaging in key activities that educational evaluators participate in on a regular basis. A student is expected to attend each synchronous online meeting and complete all assigned weekly work for weekly class attendance and participation credit.

Late Work

All assignments should be submitted *on or before* the assigned due date.

Course evaluation and final grades will be calculated based on each individual student's average percentage point score of all assignments. Late assignments will be accepted **RARELY**, and must have prior approval from the professor. If not approved, then point deduction will be applied in the following manner:

- **5% point deduction – up to 1 week late**
- **10% point deduction – 2 weeks late**
- **25% point deduction – 3 weeks late**
- **50% point deduction – more than 3 weeks late**

Grading Scale

A = 94-100%

A- = 90-93%

B+ = 87-89%

B = 80-86%

C = 70-79%

F = 69% and below

***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.

Assignment Descriptions and Criteria for Evaluation

Course grades are calculated by averaging all grades earned on assignments. The student can use the following self-monitoring chart to track your performance throughout the course.

Assignment	Total % Points Possible
Strategy Instruction Assignment**	100 (2x)
IRIS Module: SRSD – Using Strategies to Enhance Student Learning and Videos	100
Lesson Plan A (Language Arts/Math)	100
Lesson Plan B (Social Studies/Science)	100
Instructional Strategies Collection: <ul style="list-style-type: none">• Part 1 – Reading/ Writing• Part 2 - Math• Part 3 – Social Studies/Science	100 100 100
Total = _____	% (Average of all grades)

Common course assessment

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.

Course Schedule

Date	Topics	Assignments Due
Week of 1/12 to 1/18	Introduction to course: <ul style="list-style-type: none"> • Review syllabus and assignments • Review Blackboard use • Review use of text • Review Blackboard site Approaches to Learning and Teaching: <ul style="list-style-type: none"> • Direct Instruction/Explicit Instruction* • Cognitive Strategy Instruction* • Scaffolding and Modeling* • Self-Regulated Strategy Development* <i>**Review paper template and research requirements for the Strategy Instruction Assignment</i>	Due by 1/18: <ul style="list-style-type: none"> • Submit: Discussion Board Introduction • Read Ch. 1 & 2 (Vaughn & Bos) • Decide on the student for your SIA project
Week of 1/19 to 1/25	Reading: Phonological Awareness, Phonics, and Word Recognition: <ul style="list-style-type: none"> • Phonemic Awareness Instruction* • Phonics Instruction* • Word Recognition Instruction* • Mnemonics* • Guided Feedback* • Miscue Analysis* • Peer Assisted Learning Strategies (PALS)* • Informal Reading Inventory* Reading: Fluency and Comprehension <ul style="list-style-type: none"> • Direct Instruction (Systematic & Explicit Instruction)* • Fluency Instruction* • Graphic Organizers* • Questioning Strategy Instruction* • Reading Comprehension Instruction* • Content Enhancements* • Semantic Maps* 	Due by 1/25: <ul style="list-style-type: none"> • Read Ch. 7 & 8 (Vaughn & Bos) • Submit: IRIS Module: SRSD – Using Learning Strategies to Enhance Student Learning • Strategy Instruction Approval: Submit to professor Strategy Article for approval

	<ul style="list-style-type: none"> • Collaborative Strategic Reading (CSR)* • *Peer-Mediated/Peer Supported Reading* • http://reading.uoregon.edu/big_ideas/index.php “Five Big Areas of Reading” <p>Self-Regulated Strategy Development instruction</p> <ul style="list-style-type: none"> • Module completion <p><i>**Review Strategy Choice for SIP assignment</i></p>	
Week of 1/26 to 2/1	<p>Oral Language:</p> <ul style="list-style-type: none"> • Vocabulary Instruction* • Guided feedback* • Peer tutoring* • Culturally and Linguistically diverse learners <p>Language Arts: Writing and Spelling</p> <ul style="list-style-type: none"> ○ Computer-assisted Instruction* ○ Self-regulation strategies* ○ Thinking maps* ○ Graphic organizers ○ Cognitive Strategy Instruction for writing* ○ Guided Feedback* <p>*Review Instructional Strategies Collection Assignment</p>	<p>Due by 2/1:</p> <ul style="list-style-type: none"> • Read Chapter 6 & 9 (Vaughn & Bos) • Submit: Instructional Strategies Collection – Part 1 (Reading and Writing)
Week of 2/2 to 2/8	<p>Mathematics Instruction: Basic Concepts and skills</p> <ul style="list-style-type: none"> • Computer Assisted Instruction* • Schema-Based Math Representations* • Direct Instruction for math* • Concrete-Representational-Abstract (CRA)* • Math Manipulatives* <p>Mathematics Instruction: Problem Solving:</p> <ul style="list-style-type: none"> • Peer-mediated Instruction* • Self-talk/Self-Instruction* • Corrective Feedback* 	<p>Due by 2/8:</p> <ul style="list-style-type: none"> • Read Chapter 11 (Vaughn & Bos) • Submit: Instructional Strategies Collection – Part 2 (Math – Basic Concepts and Problem Solving)
Week of 2/9 to 2/15	<p>Lesson Plan: Designing Lessons (Rules)</p> <ul style="list-style-type: none"> • Archer videos <p><i>**Review of Active Teaching Lesson Plan Model (Language Arts/Math and Social Studies/Science)</i></p>	<p>Due by 2/15:</p> <ul style="list-style-type: none"> • Read Chapter 4 (<u>Archer and Hughes</u>) • Submit: Lesson Plan A – Reading/Written Language/Math

Week of 2/16 to 2/22	Content Area Learning and Vocabulary Instruction (Social Studies and Science) <ul style="list-style-type: none"> ○ Content Enhancements* ○ Peer Tutoring* ○ Mnemonics*- Read about Mnemonic Instruction via: http://www.teachingld.org/ld_resources/alerts/default.htm#Mnemonic ○ Semantic Maps* 	Due by 2/22: <ul style="list-style-type: none"> • Read Chapter 10 (Vaughn & Bos) • Submit: Instructional Strategies Collection – Part 3
Week of 2/23 to 3/1	Providing Appropriate Independent Practice	Due by 3/1: <ul style="list-style-type: none"> • Read Chapter 8 (<u>Archer and Hughes</u>) • Submit: Social Studies or Science Lesson Plan B
Week of 3/2 to 3/8	Review APA formatting <i>*Review Strategy Instruction Assignment Paper directions and requirements</i>	Due by 3/8: <ul style="list-style-type: none"> • Work on SIA paper
3/9	Last night of class	Due by 3/9: <ul style="list-style-type: none"> • Submit: Strategy Instruction Assignment Paper

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 either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- 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 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 100pts.

Abs tract	Provides an original concise abstract that describes with clarity the strategy application project/EDSE 628 student’s research, including:	5	
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	<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) 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. 	5	
The Strategy	<p>Describes the strategy selected for the project.</p> <ul style="list-style-type: none"> Brief summary of Research Article project is based on 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. 	20	
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 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 <u>discrete instructional actions in a numbered list</u>. There are at least 5 (and approximately up to 10) dated entries in the lesson guide for SRSD during which the student subject <i>applies the steps of the strategy</i> while receiving appropriate levels of teacher support (guided practice through independent use). If possible, post instruction data is collected.</p>	10	

Results	<p>Describes the findings.</p> <ul style="list-style-type: none"> • 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). 	10	
Recommendations	<p>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>	5	
Reflection	<p>Reflects on the professional knowledge, expertise, and insight gained from the strategy instruction assignment experience.</p>	5	
Ref. & Append. (I & II)	<p>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).</p>	5	
Writing Clarity	<p>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.</p>	5	