



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

Spring 2022

EDSE 641 670: Instructional Strategies for Reading and Writing  
CRN:24271, 3 – Credits

<b>Instructor:</b> Dr. Elizabeth Beaty	<b>Meeting Dates:</b> 3/15/22 – 5/17/22
<b>Phone:</b> 703-505-1123	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> ebeaty@gmu.edu	<b>Meeting Time(s):</b> 5:15 pm – 8:45 pm supplemented by one hour of online instruction per week.
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> N/A; Off-campus
<b>Office Location:</b> N/A	<b>Other Phone:</b> 703-531-4004

**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):**

EDSE 503 or EDSE 341

**Co-requisite(s):**

None

**Course Description**

Integrates knowledge of language assessments and the components of quality reading instruction to plan well-sequenced and explicit instruction for students with disabilities in the general education curriculum. Examines objectives that align with curriculum standards while still providing individualization. Implements and applies reading and writing instruction to support learning in all content areas. Field experience required.

**Course Overview**

EDSE 641 integrates knowledge of research in language assessments and the components of quality reading instruction for planning well-sequenced and explicit instruction for students with disabilities in the general education curriculum. This course examines objectives that align with curriculum standards while still providing individualized instruction for students with

disabilities. Implementation and application of reading and writing instruction is developed to support the learning of students with disabilities in all content areas.

### **Advising Contact Information**

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

### **Advising Tip**

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

### **Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Individual and/or small group activities and assignments
4. Individual and/or small group presentations
5. Research-based writing activities and assignments
6. Video and other media supports
7. Research and presentation activities
8. Electronic supplements and activities via Blackboard

### **Learner Outcomes**

Upon completion of this course, students will be able to:

1. Identify and understand curriculum development that includes a scope and sequence, lesson plans, differentiated instructional methodologies (e.g., systematic and explicit instruction, multisensory approaches), assistive technology, accommodations, and assessment that is based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary level.
2. Identify and understand the structure and organization of reading and writing instruction in general education and other instructional settings representing the continuum of special education services.
3. Demonstrate an understanding of foundational knowledge and the reciprocal nature of reading and writing that includes an appraisal of the complex nature of reading noted in the Virginia professional studies requirements. Skills include proficiency in a wide variety of comprehension, vocabulary, and writing strategies; as well as the ability to develop student proficiency and appreciation of a variety of literature and reading including fiction and nonfiction, independent reading, and writing across the curriculum.
4. Analyze and critique data-based modifications and specified accommodations to general or specialized instruction as needed to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments.
5. Identify and apply assistive technologies to support instructional assessment, planning, and delivery of instruction for students with disabilities to access the general education

- curriculum.
6. Formulate and create individual educational planning and instruction for students with disabilities who access the general education curriculum including:
    - a. Essential concepts, vocabulary, and content across general and specialized curriculum.
    - b. Handwriting, use of writing conventions/mechanics (i.e., spelling, capitalization, punctuation, grammar), and sentence development.
    - c. Stages of the writing process and writing genres.
    - d. Accuracy, fluency, and comprehension in content text reading.
    - e. Cross-disciplinary knowledge and skills such as critical thinking and problem solving.
    - f. IEP specified accommodations within the general education classroom.
  7. Evaluate research, individual abilities, interests, learning environments, and culturally and linguistically relevant curriculum and pedagogy in the selection, development, and adaptation of learning materials and experiences for students with disabilities who access the general education curriculum.
  8. Apply course concepts to K-12 School settings through field -based learning experiences (e.g., field experiences in K-12 classrooms, field-based case studies, field-based virtual/online learning experiences.)

### **Professional Standards**

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner development and individual learning differences (InTASC 1, 2); CEC Standard 3: Curricular Content Knowledge (InTASC 4, 5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7, 8).

### **Required Texts**

Archer, A.L., & Hughes, C.A. (2010). *Explicit Instruction: Effective and Efficient Teaching* (1<sup>st</sup> ed.). Guilford Press. ISBN-13: 978-1609180416 (Chapters 3, 4, and 8 only)

Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2008). *Powerful writing strategies for all students*. Brooks. ISBN-13: 978-1-55766-705-2

Vaughn, S., & Bos C. S. (2020). *Strategies for teaching students with learning and behavior problems* (10<sup>th</sup> ed.). Pearson. ISBN-13: 978-0134792019 (**10<sup>th</sup> Edition only!**)

### **Recommended Texts**

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

Fisher, D., & Frey, N. (2020). *Improving adolescent literacy: Content area strategies at work* (5<sup>th</sup> ed.). Pearson Education. ISBN-13: 978-0135180877

### **Required Resources** (All required resources found on the course Blackboard site)

The IRIS Center. (2019). *CSR: A Reading Comprehension Strategy*. Retrieved from <https://iris.peabody.vanderbilt.edu/module/csr/>.

Mastropieri, M., & Scruggs, T., (2004). Improving attention and memory. In M. Mastropieri and T. Scruggs, *The inclusive classroom: Strategies for effective instruction* (pp. 283-301). Upper Saddle River, NJ: Pearson.

Mercer, C.D., & Mercer, A.R. (2005). *Teaching students with learning problems, 7<sup>th</sup> ed.* Upper Saddle River, NJ: Pearson. (Handwriting: pp. 340-365).

Mercer, C.D., & Mercer, A.R. (2005). *Teaching students with learning problems, 7<sup>th</sup> ed.* Upper Saddle River, NJ: Pearson. (Spelling: pp. 366-383).

Rudinsky, L.T., & Haskell, E.C. (1997). *How to teach spelling*. Cambridge, MA: Educators Publishing Service, Inc. (pp. 1-3).

Saddler, B. (2005). Sentence combining: A sentence-level writing intervention. *The Reading Teacher, 58*, 468-471.

Wheatley, J.P. (2005). *Strategic spelling: Moving beyond word memorization in the middle grades*. Newark, DE: International Reading Association: (pp. 130-131).

### **Additional Readings** (All additional reading found on the course Blackboard site.)

Ciullo, S., Falcomata, T. S., Pfannenstiel, K., & Billingsley, G. (2015). Improving learning with science and social studies text using computer-based concept maps for students with disabilities. *Behavior modification, 39* (1), 117-135.

Datchuk, S. M., & Kubina, R. M. (2013). A review of teaching sentence-level writing skills to students with writing difficulties and learning disabilities. *Remedial and Special Education, 34*, 180-192.

Mason, L. H., & Graham, S. (2008). Writing instruction for adolescents with learning disabilities: Programs of intervention research. *Learning Disabilities Research & Practice, 23*, 103-112.

Stevens, E. A., Park, S., & Vaughn, S. (2018). A review of summarizing and main idea interventions for struggling readers in grades 3 through 12: 1978–2016. *Remedial and Special Education, https://doi.org/10.1177/0741932517749940*.

Williams, K. J., Walker, M. A., Vaughn, S., & Wanzek, J. (2017). A synthesis of reading and spelling interventions and their effects on spelling outcomes for students with learning disabilities. *Journal of Learning Disabilities, 50*, 286-297.

### **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 641, the required PBA is Content Text Instructional Plan. 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)**

#### **Content text instructional plan (100 points): *Please see Blackboard***

This project is designed to help you apply skills for integrating instruction when teaching content material in social studies/history, science, or health. You will select a chapter from a content textbook for students between 6<sup>th</sup> and 12<sup>th</sup> grade (the text and chapter will be provided by the course instructor). You will develop an instructional plan for teaching a small section of content. Your plan should address an anticipatory event, text structure, questioning, graphic organizers, vocabulary, reading comprehension before, during, and after reading, and writing. At least five research-based references (approved by professor) should be included to support your instructional plans. You will prepare a 10-12 slide PowerPoint presentation that demonstrates how you will teach the content in your textbook. Your PowerPoint will be directed to fellow teachers as if you were presenting an instructional plan during a unit planning meeting with your colleagues. You will share a draft of this PowerPoint presentation with your peers. You will post the final PowerPoint on Blackboard in Assessments. More information will be provided during the first class session and posted on Blackboard.

#### **College Wide Common Assessment (VIA submission required)**

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).

Writing Intervention Project-*Please see Blackboard*

**Writing Intervention Project (100 points):**

You will select a student with a disability who accesses the general education curriculum. Prior to beginning instruction, you will collect three written prompt responses from the identified student to establish a performance baseline.

Project overview: Using and applying curriculum-based measurement techniques, you will establish a baseline performance for the selected student. Based on data and consultation with the child's teacher (if you are not the child's teacher) and your course instructor, you will select a writing strategy intervention and develop a plan for teaching. **This writing strategy will need to be approved by the instructor before you begin planning lessons for your students.** The teaching lesson plans will highlight the stages of effective strategy acquisition and procedures for developing self-regulation. You will implement plans with the selected student. Performance data will be collected as you progress through lessons. A plan for fostering generalization and maintenance for the selected student will also be developed. It is important to note that this is NOT the same as CBM fluency models where a student gradually works toward a goal. In this model, students are expected to make significant gains immediately following instruction. For example, it is not uncommon for a student to go from writing two- or three-story parts during baseline to having all seven parts in a single writing prompt following instruction. At the end of the project, you will describe, "what worked well" and "what I would do differently next time" in a reflective summary. Components of the project will be reviewed in class as they become instructionally appropriate. More information for this project will be presented on the first night of class and posted on Blackboard.

**Writing Intervention Project Scoring – All Components Are Mandatory**

Student description	3 points
Baseline data graph	3 points
Intervention schedule (with dates)	3 points
Lesson plans	3 points
Lesson journal	3 points
Instructional materials	3 points
Plans for generalization and maintenance	3 points
Final data graph - baseline, intervention, and post-instruction data	3 points
Project evaluation/reflection	3 points
Poster quality and oral presentation	3 points
<b>Total points</b>	<b>30 points</b>

### ***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 teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the required form, as this information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

- If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience
- If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies to complete this packet. Once you have received your field experience placement, complete and submit this packet to the provided link.

4. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

5. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

## ***Other Assignments***

### **Content Text Instructional Plan Presentation & Peer Responses (3 points screencast development & posting; 3 points peer feedback)**

During the middle of the course, you will be asked to share/present your Content Text Instructional Plan and respond to peers on their presentations. For this semester, these presentations will be shared as 15-minute screencasts within our course BlackBoard Discussion Board. After all presentations are posted, everyone will have a chance to view at least 3 peer presentations and provide feedback via the Discussion Board following structured guidelines.

### **Online Modules (2 @ 5 points each = 10 points):**

The majority of our classes will be face-to-face, in person meetings. However, two classes will be asynchronous, at which time you will be required to complete online modules during these asynchronous class times. Each module will have instruction and learning activities geared at helping enhance student understanding of course content and objectives. Module work will help students engage with core course ideas and develop application of these concepts as the larger course assignments are constructed throughout the course. Completed online module work will be submitted via Blackboard and graded for both completion and accuracy.

### **Research Article Summaries (2 @ 5 points each = 10 points):**

You will select 2 research-based articles from the list under Additional Readings and summarize each article using the Research Article Summary template shared in class. Within the articles listed, choose your 2 articles to summarize based on your personal education/teaching interests. The goal of completing these summaries is to practice reading and understanding research published in professional journals for supporting your own research and sharing with colleagues in the field.

### **Attendance/In-Class Learning Activities @ Synchronous Sessions (7 @ 2 points each = 14 points):**

Most of the class learning will occur in our face-to-face class meetings. During these face-to-face sessions, teacher candidates will be focused on developing their lesson planning, research skills, and knowledge of evidence-based practices in reading and writing. Since attendance is important to the course outcomes, teacher candidates will earn 1 point during each class session for being present, which includes being on time for class, participating within class activities and discussions, and being mentally present and available for learning during class time. The other 1 point earned point during each face-



to-face class meetings will be earned through successful and accurate completion of in class activities focused on the processing and application of class readings and objectives, as well as building understanding and skills targeted towards the accomplishment of course projects and learning outcomes.

**Assignment Summary**

Course grades are calculated by summing the points earned on assignments and dividing by the 100 total possible points. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

*Assignment Summary*

Content Text Instructional Plan	30 points
Content Text Instructional Plan Presentation and Peer Responses	6 points
Writing Intervention	30 points
Research Article Summaries (2 @ 5 points each)	10 points
Online Modules (2 @ 5 points each)	10 points
Attendance/In-Class Learning activities (7 @ 2 points each)	14 points
TOTAL	100 points

**Course Policies and Expectations**

*Attendance/Participation*

Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce and digitally submit during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructors by phone or e-mail **before** the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, **as long as the instructor is notified before the class session and in-class activities are completed on the student’s own time and submitted.** In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. *Attendance points missed for more than one absence or any absence without instructor contact before class will be considered on an individual and case by case basis based on appropriate student documentation!* Two or more unexcused absences may result in no credit for this course.

### ***Late Work***

**All assignments should be submitted *on or before* the assigned due date via BlackBoard.** In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.

Late assignments will be accepted in the following manner, **except for the Writing Intervention Project which is due on the last night of class and will not be accepted any later than that date.**

- ☐ 5% point deduction – up to 1 week late
- ☐ 10% point deduction – 1-2 weeks late
- ☐ 25% point deduction – 2 weeks late up through last class before exam

### **Grading**

A	95-100%
A-	90-94%
B+	87-89%
B	80-86%
C+	77-79%
C	70-76%
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.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (<https://cehd.gmu.edu/students/polices-procedures/>).

### **Class Schedule**

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

<b>Week</b>	<b>Topics</b>	<b>Readings Due</b>	<b>Assignments Due</b>
<b>3/15</b>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Overview, Syllabus, &amp; Blackboard Review</li> <li>• Signature Assignment Information</li> <li>• Icebreaker</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure access for Blackboard for this course</li> </ul>	
<b>3/22</b>	Reading to Learn <ul style="list-style-type: none"> <li>• Text Structure</li> <li>• Fluency</li> <li>• Questions and Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Vaughn &amp; Bos: Ch. 8 &amp; 10</li> <li>• IRIS: Collaborative Strategic Reading Module</li> </ul>	
<b>3/29</b>	Reading and Writing to Learn <ul style="list-style-type: none"> <li>• Reading and Writing Strategies</li> </ul> Explicit Instruction <ul style="list-style-type: none"> <li>• Vocabulary Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Harris, Graham, Mason, &amp; Friedlander: Chapters 16 &amp; 17</li> <li>• Archer &amp; Hughes: Ch. 3 – Vocabulary</li> <li>• Vaughn &amp; Bos: Ch. 8 &amp; 10</li> </ul>	<b>Research Article Summary #1</b>
<b>4/5</b>	Reading to Learn <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Writing Notes</li> <li>• Comprehension Strategies</li> <li>• Assessing comprehension</li> </ul> <u>***Asynchronous Online Class Meeting***</u>	<ul style="list-style-type: none"> <li>• Harris, Graham, Mason, &amp; Friedlander: Chapters 16 &amp; 17</li> <li>• Archer &amp; Hughes: Ch. 3 – Vocabulary</li> <li>• Vaughn &amp; Bos: Ch. 8 &amp; 10</li> </ul>	<b>Online Module #1</b>
<b>4/12</b>	Reading and Writing to Learn <ul style="list-style-type: none"> <li>• Vocabulary and Mnemonics</li> </ul>	<ul style="list-style-type: none"> <li>• Mastropieri &amp; Scruggs: <i>Improving Attention and Memory. (pp.283-301)</i></li> </ul>	<b>Writing Intervention Project Approval Deadline</b>

<b>Week</b>	<b>Topics</b>	<b>Readings Due</b>	<b>Assignments Due</b>
<b>4/19</b>	Writing Instruction <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> </ul> Explicit Instruction <ul style="list-style-type: none"> <li>• What to teach</li> <li>• How to teach</li> </ul>	<ul style="list-style-type: none"> <li>• Vaughn &amp; Bos: PP. 293-296</li> <li>• Archer &amp; Hughes: Ch. 4 – Designing Lessons</li> </ul>	<b>Context Instruction Plan Sharing &amp; Feedbacks</b>
<b>4/26</b>	Writing Instruction <ul style="list-style-type: none"> <li>• Strategy Instruction</li> <li>• Self-regulation</li> </ul> Assessing written expression	<ul style="list-style-type: none"> <li>• Harris, Graham, Mason, &amp; Friedlander: Chapters 1, 2, 3, &amp; 4</li> <li>• Vaughn &amp; Bos: pp. 36–45</li> <li>• Vaughn &amp; Bos: Ch. 9</li> </ul>	
<b>5/3</b>	Writing Structures & Genres <ul style="list-style-type: none"> <li>• Sentences</li> <li>• Paragraphs, Summaries, &amp; Quick Writes</li> <li>• Narrative Writing: Stories and Biographies</li> </ul>	<ul style="list-style-type: none"> <li>• Harris, Graham, Mason &amp; Friedlander: Ch. 6 &amp; 7</li> <li>• Vaughn &amp; Bos: Ch. 9</li> </ul>	<b>Research Article Summary #2</b>
<b>5/10</b>	Writing to Learn <ul style="list-style-type: none"> <li>• Writing Persuasive and Informative Essays</li> </ul> <u>***Asynchronous Online Class Meeting***</u>	<ul style="list-style-type: none"> <li>• Harris, Graham, Mason &amp; Friedlander: Ch. 8, 9, 10, &amp; 11</li> <li>•</li> </ul>	<b>Online Module #2</b>
<b>5/17</b>	Revising & Editing <ul style="list-style-type: none"> <li>• Strategies</li> <li>• Sentence Combining</li> <li>• Writing Intervention Check-in</li> </ul> Explicit Instruction <ul style="list-style-type: none"> <li>• Independent Practice Choices</li> </ul>	<ul style="list-style-type: none"> <li>• Harris, Graham, Mason &amp; Friedlander: Ch. 12, 13, 14, 15</li> <li>• Archer &amp; Hughes: Ch. 8 – Independent Practice</li> </ul>	<b>Writing Intervention Project Due</b>

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: 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 [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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) for Content Text Instructional Plan

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Curriculum Analysis CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	<ul style="list-style-type: none"> <li>• Candidate does not clearly identify a secondary grade level, content area, AND/OR one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning).</li> <li>• Candidate does not clearly identify and describe ANY of the following related to the standard:               <ul style="list-style-type: none"> <li>○ Critical concepts,</li> <li>○ Critical vocabulary, or</li> <li>○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)</li> </ul>               Required for a student to meet the standard.             </li> <li>• Candidate identifies and/or describes critical concepts, critical vocabulary, or skills that are irrelevant to the identified standard.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning).</li> <li>• Candidate clearly identifies, describes, and prioritizes the relevant:               <ul style="list-style-type: none"> <li>○ Critical concepts,</li> <li>○ Critical vocabulary, and</li> <li>○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)</li> </ul>               Required for a student to meet the standard.             </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or general curriculum (i.e., Virginia Standards of Learning).</li> <li>• Candidate clearly identifies, describes, and prioritizes the relevant:               <ul style="list-style-type: none"> <li>○ Critical concepts,</li> <li>○ Critical vocabulary, and</li> <li>○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)</li> </ul>               Required for a student to meet the standard.             </li> <li>• Candidate provides further evidence of task analysis of the standard by:               <ul style="list-style-type: none"> <li>○ Identifying priorities or sequencing of the</li> </ul> </li> </ul>

			<p>critical content,</p> <ul style="list-style-type: none"> <li>○ Identifying ways to organize the critical content, OR</li> <li>○ Identifying sources of specialized materials, curriculum, or resources related to the critical content.</li> </ul>
<p>Development of Unit Planning Visual Organizer/Power Point Presentation CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> <li>● Candidate develops a unit planning visual organizer/power point presentation which omits any of the following: <ul style="list-style-type: none"> <li>○ make explicit connections between prior knowledge and future learning (scope and sequence);</li> <li>○ make connections between essential concepts;</li> <li>○ identify, prioritize and sequence key concepts from the unit; and</li> <li>○ identify questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Candidate develops a unit planning visual organizer/power point presentation which: <ul style="list-style-type: none"> <li>○ makes explicit connections between prior knowledge and future learning (scope and sequence),</li> <li>○ makes connections between essential concepts,</li> <li>○ identifies, prioritizes and sequences key concepts from the unit, and</li> <li>○ identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Candidate develops a unit planning visual organizer/power point presentation which: <ul style="list-style-type: none"> <li>○ makes explicit connections between prior knowledge and future learning (scope and sequence),</li> <li>○ makes connections between essential concepts,</li> <li>○ identifies, prioritizes and sequences key concepts from the unit, and</li> <li>○ identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.</li> </ul> </li> <li>● Candidate explicitly connects organizer components to state</li> </ul>

			standards or provides for enrichment.
<p>Adaptation in Unit Lessons CEC/IGC Standard 5 Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> <li>• Candidate fails to do any of the following: <ul style="list-style-type: none"> <li>○ identify essential concepts and vocabulary likely to require adaptation.</li> <li>○ select and adapt instructional strategies and materials according to the interaction of learners’ academic and social abilities, attitudes, interests, and values and the demands of instruction.</li> </ul> </li> <li>⊖ adapt lessons to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum AND/OR age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies which essential concepts and vocabulary are likely to require adaptation.</li> <li>• Candidate selects and adapts instructional strategies and materials according to the interaction of learners’ academic and social abilities, attitudes, interests, and values and the demands of instruction.</li> <li>• Candidate adapts lessons to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.</li> <li>• Candidate integrates task analysis into the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies which essential concepts and vocabulary are likely to require adaptation.</li> <li>• Candidate selects and adapts instructional strategies and materials according to the interaction of learners’ academic and social abilities, attitudes, interests, and values and the demands of instruction.</li> <li>• Candidate adapts lessons to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.</li> <li>• Candidate integrates task analysis into the lessons.</li> </ul>



			<ul style="list-style-type: none"> <li>• Candidate includes a detailed and specific rationale for the changes made/selection of adaptations.</li> </ul>
<p>Unit Plan Development CEC/IGC Standard 5 Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> <li>• Candidate prepares incomplete unit plans that fail to utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills across environments and settings.</li> <li>• Candidate fails to focus unit plans on teaching essential concepts, vocabulary, and content across the general curriculum AND/OR include age and ability appropriate instruction AND/OR use specialized instructional strategies appropriate to the abilities and needs</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate prepares comprehensive unit plans that <ul style="list-style-type: none"> <li>○ utilize a repertoire of evidence-based practices to individualize instruction, and</li> <li>○ emphasize the development, maintenance, and generalization of knowledge and skills for an individual with an exceptionality across environments and settings.</li> </ul> </li> <li>• Candidate focuses unit plans on <ul style="list-style-type: none"> <li>○ teaching essential concepts, vocabulary, and content across the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate prepares comprehensive unit plans that utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills for an individual with an exceptionality across environments and settings.</li> <li>• Candidate focuses unit plans on <ul style="list-style-type: none"> <li>○ teaching essential concepts, vocabulary, and content across the general curriculum,</li> </ul> </li> </ul>

	<p>of the learners with exceptionalities.</p>	<p>general curriculum,</p> <ul style="list-style-type: none"> <li>○ includes age and ability appropriate instruction and</li> <li>○ uses specialized instructional strategies appropriate to the abilities and needs of the individual with an exceptionality.</li> </ul> <ul style="list-style-type: none"> <li>● Candidate integrates instructional or assistive technology into the unit plans.</li> </ul>	<ul style="list-style-type: none"> <li>○ including age and ability appropriate instruction and</li> <li>○ using specialized instructional strategies appropriate to the abilities and needs of an individual with an exceptionality.</li> </ul> <ul style="list-style-type: none"> <li>● Candidate integrates task analysis and instructional or assistive technology into the unit plans, as appropriate.</li> <li>● Candidate includes clear plans for connecting the concepts from one lesson to the next.</li> <li>● Candidate provides elaboration on the instructional strategies with explicit scholarly plans, materials, or links to future lessons.</li> </ul>
<p>Assessments CEC/IGC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> <li>● Candidate fails to develop two different assessments that accommodate the unique abilities and needs of individuals with exceptionalities</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>● Candidate fails to develop two different assessments that effectively evaluate students' learning of the stated objectives</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate describes and provides original sample questions for two different assessments for the unit that <ul style="list-style-type: none"> <li>○ 1. ONE: evaluates instruction of the stated learning objectives</li> <li>○ 2. TWO: Monitors progress of an individual with</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Candidate describes and provides original sample questions for two different assessments for the unit that <ul style="list-style-type: none"> <li>○ 1. ONE: evaluates instruction of the stated learning objectives for reading and writing about content material</li> </ul> </li> </ul>

	<p>and monitor progress in instruction.</p>	<p>an exceptionality during unit instruction</p> <ul style="list-style-type: none"> <li>• Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities.</li> </ul>	<ul style="list-style-type: none"> <li>○ 2. TWO: Monitors progress of an individual with an exceptionality during unit reading instruction</li> <li>• Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities.</li> <li>• Candidate provides description of the implementation plan for the assessments AND provides a description of the utility of each item or clusters of items to instruction.</li> </ul>
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