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

Fall 2023
EDSE 641 675: Instructional Strategies for Reading and Writing
CRN: 84196, 3 – Credits

Instructor: Dr. Tiffany Brocious	**Meeting Dates:** 9/14/23 – 11/16/23
Phone: 540-539-4910 (cell)	**Instructional Method:** Mix of face-to-face meetings and online instruction. See the face-to-face meeting dates below. All other meeting dates will be synchronous online video meetings supplemented by asynchronous online coursework.
E-Mail: tbrocio2@gmu.edu	**Meeting Day(s):** Thursday Face-to-face: 9/21; 10/5; 10/19; 11/9; 11/16
Office Hours: By Appointment	**Meeting Time(s):** 4:30 pm – 8:30 pm
Office Location: Google Meet or before/after class	**Meeting Location:** Off-campus

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 for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Be sure to schedule your Praxis Teaching Reading: Elementary (5205) exam after completing EDSE 641. Passing scores are required for licensure and graduation. To register: https://www.ets.org/praxis/prepare/materials/5205. Students who already hold a full (not provisional) VDOE license may be exempt. See advisor for details.

Course Delivery Method
Learning activities include the following:
1. Class lecture and assigned readings
2. Discussion activities and assignments
3. Application activities and assignments
4. Individual and/or Small group activities
5. Individual and/or Small group presentations
6. Research-based reading activities and assignments
7. Video and other media supports
8. Electronic supplements and activities via Blackboard

A percentage of this course will be delivered online using an asynchronous 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 Sunday, September 10 @ 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/Ultra/Getting_Started/Browser_Support)
- 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/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/
  - Google Meet

Expectations

- Course Week:
  Our course week will begin on the day that our asynchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.
- 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 ensure accessibility must be registered with George Mason University Disability Service.

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* (1st ed.). Guildford 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* (10th ed.). Pearson. ISBN-13: 978-0134792019 **(10th Edition only!)**

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

Required Resources
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.

Additional Readings *(All additional readings 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/SLL (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/SLL.

For EDSE 641, the required PBA is Content Text Instructional Plan. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment
(VIA submission required)
Content text instructional plan (30 points): *Due October 19th, 2023*

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 6th and 12th 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 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 on the VIA link given under the Assessments tab. 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). The college-wide common assessment in this course is: Lesson Planning.

Writing Intervention Project (30 points): _Due November 16, 2023_
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
Intervention schedule (with dates)	3 points
Three lesson plans with instructional materials	6 points
Lesson journal	3 points
Plans for generalization and maintenance	3 points
Data graph - baseline, intervention, and post-instruction data	3 points
Project evaluation/reflection	3 points
Poster quality and oral presentation	3 points
Written expression & use of APA style	3 points

Total points   30 points

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 THS COURSE.

 1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's 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 will 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.

 6. Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Other Assignments:

    Content Text Instructional Plan Presentation & Peer Responses (4 points screencast development & posting; 3 points peer feedbacks = 7 points total): *Due October 19, 2023*

    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): *October 12th & November 9th, 2023.*

    The majority of our classes will be in-person or synchronous online meetings. However, two classes will be online and 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 to 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 @ 8 points each = 16 points): *Due October 5th & November 2, 2023*

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 classes @ 1 point each = 7 points): *Earned Weekly*

The majority of the class learning will occur in our in-person and synchronous online 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 .5 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 .5 point earned point during each class meeting 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.

• **Content Text Instructional Plan**	• **30 points**
• **Content Text Instructional Plan Presentation & Peer Responses**	• **7 points**
• **Writing Intervention**	• **30 points**
• **Research Article Summaries (2 @ 8 points each)**	• **16 points**
• **Online Modules (2 @ 5 points each)**	• **10 points**
• **Attendance/In-Class Learning Activities (7 @ 1 point each for In-Person & Synch/Asynch Classes)**	• **7 points**
• **Total Points**	• **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 in-person and synchronous online class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to be 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 instructor 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 Presentation 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/) and Honor Code and 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. See Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/). Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator.

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

Week	Class Format & Topics	Readings Due	Assignments Due
9/14	**Online:** • Introductions • Course Overview, Syllabus, & Blackboard Review • Icebreaker • Using the GMU Digital Libraries: Finding Research Studies • Writing Research Article Summaries	Ensure access for Blackboard for this course	

Week	Class Format & Topics	Readings Due	Assignments Due
9/21	<u>**Live:**</u> **Reading:** Supporting All Students in Reading & Pre-Reading Strategies & Supports • Anticipatory Events • Previewing Text • Text Structures • Text Features **Writing Intervention Project:** • Student Writing Needs • Grade Level Writing Standards	• Vaughn & Bos: Ch. 8	

Week	Class Format & Topics	Readings Due	Assignments Due
9/28	<u>**Online:**</u> **Reading:** Fluency Instruction & During Reading & After Reading Comprehension Strategies & Supports **Fluency:** • Repeated Reading • Choral Reading • Reader's Theater • Peer-Supported Reading • Scaffolded Sustained Silent Reading **Comprehension:** • Story Mapping • Summarization **Writing Intervention Project:** • Time Management • Lesson Planning	• Archer & Hughes: Ch. 4 – Designing Lessons • Harris, Graham, Mason, & Friedlander: Chapters 3 & 4	

Week	Class Format & Topics	Readings Due	Assignments Due
10/5	**Live:** **Reading:** Assessing Comprehension & During Reading Strategies and Supports • Methods of Assessing Comprehension • Graphic Organizers • Questions and Discussion **Writing Intervention Project:** • Evidence Based Practices • The SRSD Process	• Vaughn & Bos: pp. 36–45 • Harris, Graham, Mason, & Friedlander: Chapters 1 & 2	**Research Article Summary #1**

Week	Class Format & Topics	Readings Due	Assignments Due
10/12	**Online:** **Reading:** Vocabulary Strategies & Supports & Comprehensive Reading Instruction **Vocabulary: Explicit Instruction** • Using Oral Language • Contextual & Morphemic Analysis • Using Reference Aids • Using Word Learning & Comprehension Routines **Comprehension:** Multi-Component Reading Strategies **The Literacy Block** **Writing Intervention: Individual Project Approval Meetings**	• Vaughn & Bos: Ch. 10 • Harris, Graham, Mason, & Friedlander: Chapter 5 • Archer & Hughes: Ch. 3 – Vocabulary • IRIS: Collaborative Strategic Reading Module	**Online Module #1** *Writing Intervention Project Approval Deadline*

Week	Class Format & Topics	Readings Due	Assignments Due
10/19	**Live:** **Content Text Instructional Plan Sharing** **Reading:** Comprehensive Reading Instruction **Writing Intervention Project:** • Explicit Writing Instruction ○ What to teach ○ How to teach	• Mastropieri & Scruggs: *Improving Attention and Memory. (pp.283-301)* • Harris, Graham, Mason, & Friedlander: Chapters 6 & 7	**Content Text Instructional Plan Sharing & Feedbacks**

Week	Class Format & Topics	Readings Due	Assignments Due

10/26	**Online:**
	
	Writing:
	Narrative & Expository Writing
	
	• **Beginning Writing Strategies:**
	  o Words
	  o Sentences
	  o Paragraphs
	• **Genres of Writing**
	
	Assessing Written Expression
	
	The Writing Process:
	• Prewriting Strategies:
	• Planning Strategies:
	• Narrative Writing
	• Expository (Informational) Writing
	
	Writing Intervention Project:
	• Lesson Planning Activities
	• Reflection
	• Graphing Baseline and Intervention Data
		• Vaughn & Bos: Ch. 9
		• Harris, Graham, Mason, & Friedlander: Chapters 8 & 9	

11/2	**Online:** **Example Work on Final Project**	• Harris, Graham, Mason, & Friedlander: Chapters 10 & 11	**Research Article Summary #2**

Week	Class Format & Topics	Readings Due	Assignments Due
11/9	**Live:** **Writing:** Persuasive Writing & Revising and Editing **Persuasive Writing Strategies:** • POW-TREE • STOP • DARE **Revising and Editing Strategies** • COPS • CAPS • SCAN • REVISE • Peer Revising **Writing Intervention Project:** • Data-based Decision Making • Maintenance & Generalization • Assembling the Writing Project Poster Presentation	• Archer & Hughes: Ch. 4 – Designing Lessons • Harris, Graham, Mason, & Friedlander: Chapters 12 & 13 •	**Online Module #2**
11/16	**Live:** **Writing:** • Independent Practice Choices **Writing Intervention Project:** • Poster Presentations	• Harris, Graham, Mason, & Friedlander: Chapters 14 & 15 • Archer & Hughes: Ch. 8 – Independent Practice	**Writing Intervention Poster Project & Presentation**

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/).

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/).

- 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/).

- 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/).

- 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 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/).

- Learning Services (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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.

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/).

Appendix
Assessment Rubric(s)

Lesson Planning Assessment

Assessment Information

The Lesson Planning Assessment is completed at the mid-point or internship of the program and is assessed by the course instructor or University Supervisor/Clinical Coach. The candidate must earn a score of 2 to be successful on this assignment. If a candidate does not earn a 2 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practices and gaps in the candidate's instructional cycle (planning, instruction, and assessment).

Standards Addressed in This Assessment Interstate Teacher Assessment and Support Consortium (InTASC) 2013 Standards:

· 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Council for the Accreditation of Educator Preparation (CAEP) 2022 Standards:

· R1.1 The Learner and Learning, R1.2 Content; R1.3 Instructional Practice, R1.4 Professional Responsibility Virginia Board of Education Uniform Performance (VUPS) 2021 Standards for Teachers:

· 1, 2, 3, 4, 5, 6, 7 Virginia Standards of Learning and the Virginia Essentialized 2022 Standards of Learning:

· Content-Specific Tests

Assessment Objectives

The candidate will develop a lesson plan that incorporates research-based best practices in planning, instruction, and assessment to meets the needs of diverse learners.

Rationale

As a teacher candidate, it is important that you demonstrate your ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of your learners. Lesson planning can be guided by four basic questions (adapted from Spencer, 2003):

1. Who are my learners? (Consider the number of learners, their academic readiness levels and cultural backgrounds, their prior knowledge, etc.)

2. What do I want my learners to learn? (Consider the content or subject [and interdisciplinary connections], the type of learning [knowledge, skills, behaviors], how to integrate college- and career-ready standards, etc.)

3. How will I know what the learners understand? (Consider informal and formal assessments, formative and summative assessments, higher order questioning techniques, feedback from learners, etc.)

4. How will my learners learn best? (Consider the teaching models, learning strategies, length of time available, materials, technology resources, differentiation, modifications, etc.)

You might also want to ask:

· What knowledge, skills, and understandings do my learners already have?

· What knowledge or prerequisite skills do I need to access, activate, or build in this lesson? How will I access those prerequisite skills or activate that prior knowledge?

· Where have learners come from and what are they going on to next?

· How can I build in sufficient flexibility to respond to emergent needs, indicated by ongoing observation and formative assessment?

During clinical experiences and the internship, a lesson plan must be developed for each teaching session. For novice teachers, lesson plans are developed for each instructional episode (whole group lesson, one-to-one instruction, and small group activity). When teaching new content or grade levels, your lesson plans will be more detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

· List content and key concepts (research more if needed).

· Define your goals and identify specific learning objectives/outcomes aligned to appropriate curriculum standards, Virginia Standards of Learning (SOL) and Virginia Essentialized Standards of Learning (VESOL).

· Create assessments that are aligned to your specific learning objectives/goals/outcomes.

· Think about the structure of the lesson, pacing, transitions, and use of technology.

· Identify the strengths and needs of all learners.

· Identify adaptations/modifications/extensions/accommodations needed to meet learner needs.

· Determine "best practices" and learning strategies aligned to the learning objectives/goals/outcomes.

· Identify learning resources and support materials, including technology.

Directions for Completing this Assessment Task

Develop a lesson plan that incorporates research-based best practices in planning, instruction, and assessment to meets the needs of diverse learners. Use the template and rubric to guide the development of your lesson plan.

Submission Directions

You will submit a detailed lesson plan (using your Program's Lesson Planning Template) that addresses each of the sections described below.

Section 1: Classroom Context (InTASC 1)

Classroom decisions are made based upon your learners' strengths and needs. Your plan may vary based upon your knowledge of students, the timing of the lesson in the academic year and unit of instruction, etc. In this section, you will provide information about your learners and the classroom—including their academic abilities, social, emotional developmental needs, cultural and linguistic backgrounds, readiness, and prior knowledge. In addition, previously gathered assessment data will guide your planning. Make certain to describe how your knowledge of your learners and your understanding of assessment data will affect your planning.

Section 2: Planning for Instruction & Assessment (InTASC 2, 3, 4, 5, 6, 7, 8) Before you teach a lesson, you must determine the learning objectives/goals/outcomes and connection to Virginia Standards of Learning (SOL) and Virginia Essentialized Standards of Learning (VESOL). You should include a rationale for why you selected these objectives and subsequently the instructional approaches you would be using (e.g., gradual release, explicit instruction, concept attainment, cooperative learning, etc.) to teach the lesson to your specific group of learners. Your decisions should be based upon learner needs, current research, and pre-assessment data and should be aligned to appropriate curriculum standards.

After you have identified what your class will learn, you will begin to describe specifically how you would teach the lesson. When completing this section of the lesson plan, you will identify the procedures that you would use from the opening of the lesson through the lesson closure. Script this section of the plan, noting what you would say and do and what you are asking

learners to do. Be certain to include appropriate assessments (formative or summative) that would inform your instruction during and following the lesson.

Using your knowledge of your learners, your lesson plans should also include the necessary modification/ accommodations and/or differentiated strategies to meet the needs of all learners in your classroom. Then, with an informed understanding of your students, the content and instructional approach, you will identify the learning materials needed to teach the lesson, including any technology you and/or your learners will use in this lesson. Virginia Standards of Learning (SOL), Virginia Essentialized Standards of Learning (VESOL), and any content specific objectives should be included in lesson plans.

Section 3: Reflecting on Instructional Planning (InTASC 9, 10)

Reflection is a critical skill in effective teaching. In this section you will reflect on your learning in regards to instructional planning using the prompts below as a guide.

If you implemented your lesson plan:

· What were strengths of your instruction? What are areas for growth?

· What was your impact on learning? Were your learners able to meet the lesson objectives/goals/outcomes? How do you know? (Be specific here and use formative/summative assessment results to guide your response.)

· What instructional strategies or activities were the most successful? What could have made the lesson stronger?

· What did you learn about teaching, learners, and learning that will affect your next instructional experience?

If you did not implement your lesson plan:

· What did you learn about the planning process?

· What would you do differently in planning instruction in the future?

· How do you intend for this lesson to impact student learning? How would you know if your lesson had the intended impact?

References

Spencer, J. (2003). Learning and teaching in the clinical environment. London, England: BMJ Publishing Group.