



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

Fall 2024

EDSE 641 DL1: Instructional Strategies for Reading and Writing  
CRN: 82373, 3 – Credits

<b>Instructor:</b> Dr. Sharon Ray	<b>Meeting Dates:</b> 8/26/24 – 12/18/24
<b>Phone:</b> 703.993.5247 Office	<b>Meeting Day(s):</b> Thursday (Synchronous Meetings on 9/5, 9/19, 10/3, 10/17, 10/31, 11/14, & 12/5)
<b>E-Mail:</b> sray4@gmu.edu	<b>Meeting Time(s):</b> 5 pm – 6:30 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> N/A; Online
<b>Office Location:</b> Finley 216	<b>Other Phone:</b>

**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 their LMS (Learning Management System).

**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**

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**

This course will be delivered using 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 writing activities and assignments
7. Video and other media supports
8. Electronic supplements and activities via Canvas

This course will be delivered online (76% or more) using a synchronous format via Mason's Learning Management system (LMS). You will log in to the course site using your Mason email name (everything before [@masonlive.gmu.edu](mailto:@masonlive.gmu.edu)) and email password. The course site will be available on Monday, August 26<sup>th</sup>, 2024.

- To access your course in Canvas: <https://canvas.gmu.edu/login/canvas>

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 updated browsers.
  - [Canvas](https://guides.instructure.com/a/720329) supported browsers: <https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with synchronous web conferencing tools.
- Note that 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.

### ***Expectations***

- Course Week:  
Since this course will have both synchronous sessions and online modules, our week will start on the day and time of our synchronous sessions, Thursdays at 5pm and end at 4:59pm on Thursdays for purposes of work submission from the previous week.
- Log-in Frequency:  
Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2-3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

### **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.). Guildford Press. ISBN-13: 978-1609180416 ([Chapters 3, 4, and 8 only](#))

- Free library access at (do not purchase this textbook):

EXPLICIT [https://ebookcentral-proquest-](https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/detail.action?docID=605347)  
INSTRUCTION [com.mutex.gmu.edu/lib/gmu/detail.action?docID=605347](https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/detail.action?docID=605347)

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>

**Required Resources** (All required resources found on the course Canvas 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.

**Additional Readings** (All required resources found on the course Canvas 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., LMS, 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 (70 points): Due October 24<sup>th</sup>**

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 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 Canvas on the VIA link given. More information will be provided during the first class session and posted on Canvas.

### **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 (70 points): Due December 5<sup>th</sup>**

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 Canvas.

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

Student description	7 points
Intervention schedule (with dates)	6 points
Three lesson plans with instructional materials	21 points
Lesson journal	6 points
Plans for generalization and maintenance	6 points
Data graph - baseline, intervention, and post-instruction data	6 points
Project evaluation/reflection	6 points
Poster quality and oral presentation	6 points
Written expression & use of APA style	6 points
<b><u>Total points</u></b>	<b><u>70 points</u></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 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 about your assigned placement from the Clinical Practice Coordinator in the College's Office of Teacher Preparation. 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. 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.

4. Complete the field experience end-of-semester survey. If you complete your field experience at a placement arranged by GMU, 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.

5. If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

## Other Assignments

**Content Text Instructional Plan Presentation & Peer Responses (8 points screencast development & posting; 12 points peer feedbacks = 10 points total): *Due October 24<sup>th</sup>***

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 10-15-minute screencasts within our course's Canvas site. After all presentations are posted, everyone will have a chance to view at least 3 peers' presentations and provide feedback following structured guidelines.

**Online Modules (7 @ 10 points each = 70 points): *Completed biweekly and due September 5<sup>th</sup>, September 19<sup>th</sup>, October 3<sup>rd</sup>, October 17<sup>th</sup>, October 31<sup>st</sup>, November 14<sup>th</sup>, & December 5<sup>th</sup>***

Half of our classes will be synchronous/asynchronous online meetings & half will be online asynchronous modules. Online modules will occur during every other course week, and each online 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 Canvas and graded for both completion and accuracy.

**Research Article Summaries (2 @ 25 points each = 50 points): *Due October 10<sup>th</sup> & November 21<sup>st</sup>***

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/practice and sharing with colleagues in the field.

**Attendance (7 classes @ 10 points each = 70 points total): *“Live” class Zoom sessions will be held biweekly on September 5<sup>th</sup>, September 19<sup>th</sup>, October 3<sup>rd</sup>, October 17<sup>th</sup>, October 31<sup>st</sup>, November 14<sup>th</sup>, & December 5<sup>th</sup>***

Half of the class learning will occur in our “live” Zoom class meetings, which will occur every other week. During these Zoom sessions, teacher candidates will be focused on developing their lesson planning, research skills, and knowledge of evidence-based practices in reading and writing. Since “live” attendance and interactions with peers & the instructor is important to the course outcomes, teacher candidates will earn 5 points during each class session for being present in synchronous sessions, which

includes being on time for class in Zoom, participating within class activities and discussions, and being mentally present and available for learning during class time. The other 5 points will be earned through successful and accurate completion of immediate follow-up asynchronous class activities based on each synchronous session. These activities will focus on the processing and application of class readings and objectives discussed in the synchronous sessions, 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 350 total possible points. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

• <b>Content Text Instructional Plan</b>	<b>70 points</b>
• <b>Content Text Instructional Plan Presentation &amp; Peer Responses (8 points screencast development &amp; posting; 12 points peer feedbacks = 20 points total)</b>	<b>20 points</b>
• <b>Writing Intervention</b>	<b>70 points</b>
• <b>Research Article Summaries (2 @ 25 points each)</b>	<b>50 points</b>
• <b>Online Modules (7 @ 10 points each)</b>	<b>70 points</b>
• <b>Attendance for Synchronous Sessions (7 classes @ 10 points each)</b>	<b>70 points</b>
• <b>Total Points</b>	<b>350 points</b>

### Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and LMS notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

### 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 synchronous/asynchronous 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, stay until the end of class, and complete class follow-up activities (the asynchronous piece). Attendance will be maintained through the artifacts students produce and digitally submit during class through group and individual work in “live” sessions, and also through follow-up asynchronous task submission. For full attendance credit during each “live” class, students must not only attend the full synchronous class session, but actively participate, work cooperatively, and turn in high quality class products during class time and for follow-up tasks. If you are unable to make any “live” 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 & follow-up tasks 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 Canvas.** 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

<b>A</b>	<b>=</b>	<b>95-100%</b>
<b>A-</b>	<b>=</b>	<b>90-94%</b>
<b>B+</b>	<b>=</b>	<b>87-89%</b>
<b>B</b>	<b>=</b>	<b>80-86%</b>
<b>C+</b>	<b>=</b>	<b>77-79%</b>
<b>C</b>	<b>=</b>	<b>70-76%</b>
<b>F</b>	<b>=</b>	<b>69% and below</b>

**\*Note:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards \(http://academicstandards.gmu.edu/\)](http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

### **Professional Dispositions**

**Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide \(https://cehd.gmu.edu/current-students/cehd-student-guide\)](https://cehd.gmu.edu/current-students/cehd-student-guide).**

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.

### **Use of Generative AI**

Generative AI tools should follow the principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

### **Other AI Information Specific to this Course**

Original work is required in this course to meet its learning objectives. Work produced by Generative AI is not original work and will not aid in the learning process for this course.

All work submitted in this course must be your own original work; use of AI writing tools, such as ChatGPT, are prohibited in this course and will be considered a violation of academic integrity. All academic integrity violations will be reported to the office of Academic Integrity.

**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
8/29	<p><b><u>Asynchronous Online</u></b>  <b><u>Module #1:</u></b></p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Overview, Syllabus, &amp; Canvas Review</li> </ul>	<p>Ensure access for Canvas for this course</p>	
9/5	<p><b><u>Online Split:</u></b>  <b><u>Synchronous/Asynchronous:</u></b></p> <ul style="list-style-type: none"> <li>• Icebreaker</li> <li>• Using the GMU Digital Libraries: Finding Research Studies</li> <li>• Writing Research Article Summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Vaughn &amp; Bos: Ch. 8</li> </ul>	<p><b>Asynchronous Online Module #1 Due</b></p>

Week	Class Format & Topics	Readings Due	Assignments Due
9/12	<p><b><u>Asynchronous Online</u></b></p> <p><b><u>Module #2:</u></b></p> <p><b>Reading:</b> Supporting All Students in Reading &amp; Pre-Reading Strategies &amp; Supports</p> <ul style="list-style-type: none"> <li>• Anticipatory Events</li> <li>• Previewing Text</li> <li>• Text Structures</li> <li>• Text Features</li> </ul> <p><b>Writing Intervention Project:</b></p> <ul style="list-style-type: none"> <li>• Student Writing Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Vaughn &amp; Bos: pp. 36–45</li> <li>• Harris, Graham, Mason, &amp; Friedlander: Chapter 1</li> </ul>	
9/19	<p><b><u>Online Split:</u></b></p> <p><b><u>Synchronous/Asynchronous:</u></b></p> <p><b>Reading:</b> Fluency Instruction</p> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>• Repeated Reading</li> <li>• Choral Reading</li> <li>• Reader’s Theater</li> <li>• Peer-Supported Reading</li> <li>• Scaffolded Sustained Silent Reading</li> </ul> <p><b>Writing Intervention Project:</b></p> <ul style="list-style-type: none"> <li>• Grade Level Writing Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Vaughn &amp; Bos: Ch. 9</li> <li>• Harris, Graham, Mason, &amp; Friedlander: Chapter 2</li> </ul>	<p><b>Asynchronous Online Module #2 Due</b></p>

Week	Class Format & Topics	Readings Due	Assignments Due
9/26	<p><b><u>Asynchronous Online Module #3:</u></b></p> <p><b>Reading:</b> Assessing Comprehension &amp; During Reading Strategies and Supports</p> <ul style="list-style-type: none"> <li>• Methods of Assessing Comprehension</li> <li>• Graphic Organizers</li> <li>• Questions and Discussion</li> </ul> <p><b>Writing Intervention Project:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Practices</li> <li>• The SRSD Process</li> </ul>	<ul style="list-style-type: none"> <li>• Mastropieri &amp; Scruggs: <i>Improving Attention and Memory. (pp.283-301)</i></li> <li>• Harris, Graham, Mason, &amp; Friedlander: Chapter 3</li> </ul>	
10/3	<p><b><u>Online Split: Synchronous/Asynchronous:</u></b></p> <p><b>Reading:</b> During &amp; After Reading Comprehension Strategies &amp; Supports Comprehension</p> <ul style="list-style-type: none"> <li>• Story Mapping</li> <li>• Summarization</li> </ul> <p><b>Writing Intervention Project:</b></p> <ul style="list-style-type: none"> <li>• Time Management</li> </ul>	<ul style="list-style-type: none"> <li>• Vaughn &amp; Bos: Ch. 10</li> <li>• Harris, Graham, Mason, &amp; Friedlander: Chapter 4</li> </ul>	<p><b>Asynchronous Online Module #3 Due</b></p>



Week	Class Format & Topics	Readings Due	Assignments Due
10/10	<p><b><u>Asynchronous Online</u></b></p> <p><b><u>Module #4:</u></b></p> <p><b>Reading:</b> Vocabulary Strategies &amp; Supports &amp; Comprehensive Reading Instruction</p> <p><b>Vocabulary: Explicit Instruction</b></p> <ul style="list-style-type: none"> <li>• Using Oral Language</li> <li>• Contextual &amp; Morphemic Analysis</li> <li>• Using Reference Aids</li> <li>• Using Word Learning &amp; Comprehension Routines</li> </ul>	<ul style="list-style-type: none"> <li>• Archer &amp; Hughes: Ch. 3 – Vocabulary</li> <li>• IRIS: Collaborative Strategic Reading Module</li> </ul>	<p><b>Research Article Summary #1 Due</b></p>
10/17	<p><b><u>Online Split:</u></b></p> <p><b><u>Synchronous/Asynchronous:</u></b></p> <p><b>Reading:</b> Comprehensive Reading Instruction</p> <p><b>Comprehension:</b> Multi-Component Reading Strategies</p> <p><b>The Literacy Block</b></p> <p><b>Writing Intervention Project:</b></p> <ul style="list-style-type: none"> <li>• Explicit Writing Instruction <ul style="list-style-type: none"> <li>○ What to teach</li> <li>○ How to teach</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Harris, Graham, Mason, &amp; Friedlander: Chapters 5 &amp; 6</li> </ul>	<p><b>Asynchronous Online Module #4 Due</b></p>

Week	Class Format & Topics	Readings Due	Assignments Due
10/24	<p><b><u>Asynchronous Online</u></b>  <b><u>Module #5:</u></b></p> <p><b>Content Text Instructional Plan Sharing</b></p> <p><b>Writing:</b>  Narrative &amp; Expository Writing</p> <ul style="list-style-type: none"> <li>• <b>Beginning Writing Strategies:</b> <ul style="list-style-type: none"> <li>○ Words</li> <li>○ Sentences</li> <li>○ Paragraphs</li> </ul> </li> <li>• <b>Genres of Writing</b></li> </ul> <p><b>Writing Intervention Project:</b> <ul style="list-style-type: none"> <li>• Lesson Planning Activities</li> </ul> </p>	<ul style="list-style-type: none"> <li>• Harris, Graham, Mason, &amp; Friedlander: Chapter 7</li> <li>• Archer &amp; Hughes: Ch. 4 – Designing Lessons</li> </ul>	<p><b>Content Text Instructional Plan Due</b></p> <p><b>Content Text Instructional Plan Sharing &amp; Feedbacks</b></p>
10/31	<p><b><i>Individual Meetings: Writing Intervention Project Approvals</i></b></p>	<ul style="list-style-type: none"> <li>• Harris, Graham, Mason, &amp; Friedlander: Chapters 8 &amp; 9</li> </ul>	<p><b>Asynchronous Online Module #5 Due</b></p> <p><b><i>Writing Intervention Project Approval Deadline</i></b></p>

Week	Class Format & Topics	Readings Due	Assignments Due
11/7	<p><b><u>Asynchronous Online Module #6:</u></b></p> <p><b>The Writing Process:</b></p> <ul style="list-style-type: none"> <li>• Prewriting Strategies:</li> <li>• Planning Strategies:</li> <li>• Narrative Writing</li> <li>• Expository (Informational) Writing</li> </ul> <p><b>Writing Intervention Project:</b></p> <ul style="list-style-type: none"> <li>• Data-based Decision Making</li> <li>• Graphing Baseline and Intervention Data</li> </ul>	<ul style="list-style-type: none"> <li>• Harris, Graham, Mason, &amp; Friedlander: Chapter 10</li> </ul>	
11/14	<p><b><u>Online Split: Synchronous/Asynchronous:</u></b></p> <p><b>Writing:</b> Assessing Writing &amp; Persuasive Writing</p> <p><b>Assessing Written Expression:</b></p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Form</li> <li>• Spelling/Handwriting</li> </ul> <p><b>Persuasive Writing Strategies:</b></p> <ul style="list-style-type: none"> <li>• POW-TREE</li> <li>• STOP</li> <li>• DARE</li> </ul> <p><b>Writing Intervention Project:</b></p> <ul style="list-style-type: none"> <li>• Maintenance &amp; Generalization</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Harris, Graham, Mason, &amp; Friedlander: Chapter 11</li> <li>• Archer &amp; Hughes: Ch. 8 – Independent Practice</li> </ul>	<p><b>Asynchronous Online Module #6 Due</b></p>

Week	Class Format & Topics	Readings Due	Assignments Due
11/21	<p><b><u>Asynchronous Online Module #7:</u></b></p> <p><b>Writing:</b> Revising &amp; Editing Writing</p> <p><b>Revising and Editing Strategies</b></p> <ul style="list-style-type: none"> <li>• COPS</li> <li>• CAPS</li> <li>• SCAN</li> <li>• REVISE</li> <li>• Peer Revising</li> </ul> <p><b>Writing Intervention Project:</b></p> <ul style="list-style-type: none"> <li>• Assembling the Writing Project Poster Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Harris, Graham, Mason, &amp; Friedlander: Chapters 12 &amp; 13</li> </ul>	<p><b>Research Article Summary #2 Due</b></p>
11/28	<p><b><i>Thanksgiving Break</i></b></p>	<p><i>No Class</i></p>	
12/5	<p><b><u>Online Split: Synchronous/Asynchronous:</u></b></p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Independent Practice Choices</li> </ul> <p><b>Writing Intervention Project:</b></p> <ul style="list-style-type: none"> <li>• Poster Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Harris, Graham, Mason, &amp; Friedlander: Chapters 14 &amp; 15</li> </ul>	<p><b>Asynchronous Online Module #7 Due</b></p> <p><b>Writing Intervention Project &amp; Poster Presentation Due</b></p>

**Asynchronous Online Module:** On days with the “Asynchronous Online Module” format, students will be asked to complete a fully asynchronous module at their own time preference before the next “live” class meeting, submitting all assignments from the module to Canvas.

**Online Split: Synchronous/Asynchronous:** On days with the “Online Split: Synchronous/Asynchronous”, students will be online in Zoom from 5-6:30PM with the class synchronously and then will complete follow-up asynchronous tasks before the end of the day.

## CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: [Culture](https://cehd.gmu.edu/about/culture/) (<https://cehd.gmu.edu/about/culture/>)

## GMU Policies and Resources for Students

### Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards](https://catalog.gmu.edu/policies/academic-standards/) (<https://catalog.gmu.edu/policies/academic-standards/>).
- 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 your LMS should be directed to:
  - o [Blackboard Learn](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/): <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
  - o [Canvas](https://its.gmu.edu/service/canvas/): <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

- o [TimelyCare](https://caps.gmu.edu/timelycare-services/): <https://caps.gmu.edu/timelycare-services/>
- o [Writing Center](https://writingcenter.gmu.edu/): <https://writingcenter.gmu.edu/>

**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/).**

**Student and Faculty Names and Pronouns**

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use *she, her, hers* myself and you may address me as “Sharon Ray” or “Dr./Prof. Ray” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

**Diversity and Inclusion Statement**

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Appendix A  
Assessment Rubric

Lesson Planning Rubric

<b>Section 1: Classroom Context</b>			
<b>Criteria</b>	<b>Not Proficient 1</b>	<b>Proficient 2</b>	<b>Highly Proficient 3</b>
<p><b>The Candidate uses their understanding of the classroom context and their learners’ developmental levels (cognitive, linguistic, social, emotional, and physical) to plan developmentally appropriate learning experiences.</b></p> <p><i>InTASC 1</i> <i>CAEP R1.1</i> <i>VUPS 1</i></p>	<p>The evidence indicates that the Candidate demonstrated a partial understanding of learners’ developmental levels and/or planned instruction that aligned to the developmental levels of some (but not all) of the learners.</p>	<p>The evidence indicates that the Candidate demonstrated an accurate understanding of learners’ developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner’s developmental levels.</p>	<p>The evidence indicates that the Candidate demonstrated an accurate understanding of learners’ developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.</p>
<b>Section 2: Planning for Instruction &amp; Assessment</b>			
<b>Criteria</b>	<b>Not Proficient 1</b>	<b>Proficient 2</b>	<b>Highly Proficient 3</b>
<p><b>The Candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals,</b></p>	<p>The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with</p>	<p>The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives closely aligned with</p>	<p>The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives closely aligned with national/state/local standards and included</p>

<p><b>and are relevant to learners.</b></p> <p><i>InTASC 7</i></p> <p><i>CAEP R1.3</i></p> <p><i>VUPS 2</i></p> <p><i>SOL and VESOL Content-specific</i></p>	<p>national/state/local standards that are aligned with appropriate curriculum goals.</p>	<p>national/state/local standards that are aligned with appropriate curriculum goals to address learner needs and build on prior knowledge.</p>	<p>appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge.</p>
<p><b>The Candidate constructs performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners.</b></p> <p><i>InTASC 7</i></p> <p><i>CAEP R1.3</i></p> <p><i>VUPS 2</i></p>	<p>The evidence indicates that the Candidate did not construct learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.</p>	<p>The evidence indicates that the Candidate constructed learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs and build on prior knowledge.</p>	<p>The evidence indicates that the Candidate constructed learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs, build on prior knowledge, and use pedagogical content knowledge/teaching strategies.</p>
<p><b>The Candidate uses pre-assessment data and/or prior knowledge of skills to plan instruction.</b></p> <p><i>InTASC 7</i></p> <p><i>CAEP R1.3</i></p> <p><i>VUPS 2</i></p>	<p>The evidence indicates that the Candidate did not use pre-assessment data and/or prior knowledge to construct learner-appropriate and measurable objectives and activities.</p>	<p>The evidence indicates that the Candidate used pre-assessment data and/or prior knowledge to plan challenging activities using learner-appropriate and measurable objectives that address learner needs.</p>	<p>The evidence indicates that the Candidate used pre-assessment data and prior knowledge, in addition to knowledge of pedagogical content and effective teaching strategies to plan challenging activities using learner-appropriate and measurable objectives with appropriate</p>



			scaffolds and differentiation that address individual learner strengths and needs.
<p><b>The Candidate differentiates instruction to accommodate the needs of individuals and groups of learners in meeting the learning objectives.</b></p> <p><i>InTASC 2</i> <i>CAEP R1.1</i> <i>VUPS 3</i></p>	<p>The evidence indicates that the Candidate did not differentiate instruction based on knowledge of learners' backgrounds, readiness, and interests of all learners; instruction was inappropriate and/or inaccessible for groups of learners.</p>	<p>The evidence indicates that the Candidate differentiated instruction based on knowledge of learners' backgrounds, readiness, and interests of all learners and used appropriate scaffolds and that aligned with overall subsets of learner's developmental levels making learning accessible and challenging for the classroom.</p>	<p>The evidence indicates that the Candidate differentiated instruction based on an accurate understanding of learners' backgrounds, readiness, and interests of all learners, and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.</p>
<p><b>The Candidate sequences and paces a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.</b></p> <p><i>InTASC 8</i></p>	<p>The evidence indicates that the Candidate used limited instructional strategies that did not appropriately sequence and/or pace learning to create differentiated, engaging, and challenging learning opportunities.</p>	<p>The evidence indicates that the Candidate appropriately sequenced and paced a variety of instructional strategies to create differentiated, engaging, and challenging learning situations.</p>	<p>The evidence indicates that the Candidate appropriately sequenced and paced a variety of instructional strategies, including appropriate, available technologies, to create differentiated, engaging, and challenging learning situations.</p>

<p><b>CAEP R1.3</b> <b>VUPS 3</b></p>			
<p><b>The Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</b></p> <p><b>InTASC 4</b> <b>CAEP R1.2</b> <b>VUPS 1</b> <b>SOL and VESOL</b> <b>Content-specific</b></p>	<p>The evidence indicates that the Candidate did not demonstrate knowledge of the content and used explanations that were not always accurate and clear.</p>	<p>The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.</p>	<p>The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of opportunities to build a higher-level of understanding of content for all learners.</p>
<p><b>The Candidate facilitates learners' use of appropriate tools and resources to maximize cross-curricular content learning in varied contexts.</b></p> <p><b>InTASC 5</b> <b>CAEP R1.2</b></p>	<p>The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of tools appropriate for the content being learned.</p>	<p>The evidence indicates that the Candidate used a variety of appropriate tools, including available technology, to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and</p>	<p>The evidence indicates that the Candidate used a variety of appropriate tools, including available technology, and collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-</p>

<p><b>VUPS 3</b></p>		<p>other disciplines.</p>	<p>world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking.</p>
<p><b>The Candidate organizes the learning environment to support individual and collaborative learning.</b></p> <p><i>InTASC 3</i> <i>CAEP R1.1</i> <i>VUPS 5</i></p>	<p>The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.</p>	<p>The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs; including in virtual environments.</p>	<p>The evidence indicates that the Candidate demonstrates respect for and interest in individual learner’s experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.</p>
<p><b>The Candidate assesses learners’ knowledge and skill in multiple ways</b></p> <p><i>InTASC 6</i> <i>CAEP R1.3</i> <i>VUPS 4</i></p>	<p>The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning and did not have opportunities for feedback or analysis of learner data to inform future instruction.</p>	<p>The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.</p>	<p>The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match</p>

			a full rating of learner needs and abilities.
<b>Section 3: Reflection: Impact on Learning</b>			
<b>Criteria</b>	<b>Not Proficient 1</b>	<b>Proficient 2</b>	<b>Highly Proficient 3</b>
<p>The Candidate uses a variety of self-assessment and reflection strategies to analyze and reflect on his/her impact on student learning and to plan for future instruction/adaptations.</p> <p><i>InTASC 9</i> <i>CAEP R1.4</i> <i>VUPS 6</i></p>	<p>The evidence indicates that the Candidate did not use ethical and responsible self-reflection to identify personal needs or participate in professional development relevant to personal needs to plan for future instruction/adaptations and personal learning goals.</p>	<p>The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning needs and applied activities in their teaching in an ethical and responsible manner to plan for future instruction/adaptations, and personal learning goals.</p>	<p>The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner to plan for future instruction/adaptations, and personal learning goals.</p>
<p>The Candidate engages in collaborative relationships to meet learners' needs and develop</p>	<p>The evidence indicates that the Candidate did not collaborate with others to plan, revise, implement and/or reflect on instruction to meet learners'</p>	<p>The evidence indicates that the Candidate collaborated with peers and /or mentors to plan, revise, implement and/or reflect on</p>	<p>The evidence indicates that the Candidate collaborated with peers and mentors to plan, revise, implement and reflect on instruction to differentiate for</p>

<p><b>their professional expertise.</b></p> <p><i>InTASC 10</i></p> <p><i>CAEP R1.4</i></p> <p><i>VUPS 7</i></p>	<p><b>needs and/or develop their professional expertise.</b></p>	<p><b>instruction to meet learners' needs and develop their professional expertise</b></p>	<p><b>learners' needs and set goals for developing their professional expertise.</b></p>
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## Appendix B

### General Curriculum Hybrid Online Course Policies Fall 2024

#### Course Delivery Method

Learning activities include the following:

1. Pre-recorded lectures
2. In Class lecture and discussion
3. Application activities
4. Small group activities and assignments
5. Video and other media supports
6. Electronic supplements and activities via Canvas

#### Class Meeting Requirements

1. **You must be on camera and available for discussion during assigned synchronous class time (whole group or your assigned small group).**
2. **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.

#### Expectations

- Course Week:

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- Log-in Frequency:

Students must actively check the course Canvas site and their university email for communications from the instructor, class discussions, and/or access to course materials at least 2-3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Course Materials:

No course materials, including course lectures, audio/visual recordings, copies of presentations should be shared or distributed to others or the public at large (including posting or sharing through the internet or by use of other electronic devices).

- 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 others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.*

- Accommodations:

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University's Disability Service. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor.

### **Specific Expectations for Students Participating Using Web Conferencing (Zoom)**

- Zoom Access: Links for synchronous class sessions will be provided on the course Canvas site. Students do not need a Zoom login to participate.
- Web conferencing requirements:
  - You must have a working web camera and headset/microphone combination.
  - Use your real name to sign in—no aliases, please.
  - Mute your microphone when not speaking.
  - Your camera output must remain live to document your attendance during class. Please don't freeze your camera.
    - *You are welcome to blur your background or use a virtual background to protect your privacy if you prefer. Please contact your instructor if you need help using these options in Zoom.*
- Web conferencing decorum: Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.
- Technical problems: Avoid problems: Test your system several days before the first class. Zoom requires a high bandwidth connection. Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc.

during class time. Avoid public Wi-Fi; the bandwidth is shared, and you may experience dropout or shutdown. Test your system before the first class.

- The professor cannot help you with the technical side of web conferencing-- signing on, problems with the interface, etc. You should have become familiar with Zoom before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
- Students who experience technical problems with their courses must contact the CEHD Office of Technology Support at (703) 993-5654 or [cehdtech@gmu.edu](mailto:cehdtech@gmu.edu). Contact Tech Support as soon as you have determined you cannot correct your connection problem.
- If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.
- Attendance: If you are registered into a web conferencing section, please make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. Participant login frequency and duration is tracked in Zoom.
- Asking questions: Please use the hand raise icon to ask questions in online class meetings. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.

## **Course Policies and Expectations**

### ***Attendance/Participation***

Students are expected to attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student.

- Students are expected to attend all in-person meetings; access to in-person meetings will not be provided via Zoom.
- **Attendance, timeliness, and professionally relevant, respectful and active participation are expected.** Please see participation points under the assignments section.
- Students are expected to log in on time for their assigned synchronous times each week and stay for the duration of this time.