



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

Fall 2024

EDSE 441 001: Instructional Strategies for Reading and Writing  
CRN: 78393, 3 – Credits

<b>Instructor:</b> Jennifer Sassano	<b>Meeting Dates:</b> 8/26/24 – 12/18/24
<b>Phone:</b> 703-993-4496	<b>Meeting Day(s):</b> Monday
<b>E-Mail:</b> <a href="mailto:jsassano@gmu.edu">jsassano@gmu.edu</a>	<b>Meeting Time(s):</b> 4:30 pm – 7:10pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Fairfax, Peterson 1109
<b>Office Location:</b> N/A	<b>Other Phone:</b> N/A

**Note:** This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through their LMS (Learning Management System).

**Prerequisite(s):**

EDSE 341; C or EDSE 341; XS Permission of instructor to override may be granted with sufficient experience or knowledge in the field.

**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 441 integrates knowledge of 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**

Passing scores for the Praxis Teaching Reading: Elementary (5205) exam is due prior to graduation. Take the test as soon as possible after completing EDSE 441. Register at <https://www.ets.org/praxis/prepare/materials/5205>.

### **Course Delivery Method**

This course will be delivered using a lecture format.

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via your LMS

### **Learner Outcomes**

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

1. Apply curriculum development that includes a scope and sequence, lesson plans, differentiated instructional methodologies (e.g., systematic and explicit instruction, multisensory approaches), and assessment that is based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary level.
2. Understand foundational knowledge and the reciprocal nature of reading and writing that includes an understanding of the complex nature of reading noted in the Virginia professional studies requirements. Demonstrate 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.
3. Demonstrate understanding of developing 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.
4. Use technologies to support instructional assessment, planning, and delivery of

- instruction for students with disabilities who access the general education curriculum.
5. Demonstrate the ability to implement 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.
  6. Examine 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.
  7. Describe effective co-planning and co-teaching methods to enhance reading and writing skills.

### **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.). Guilford Press. ISBN-13: 978-1609180416 (Chapters 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**

*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/>.

### **Additional Readings**

*All additional readings 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., Canvas, 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 441, 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

##### **Content text instructional plan (100 points):**

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 2 research-based references (approved by professor) should be included to support your instructional plans. You will prepare a 10-12 slide PowerPoint presentation that demonstrates how you will teach the content in your textbook. Your PowerPoint will be directed to fellow teachers as if you were presenting an instructional plan during a 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 in Assessments.

*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 (100 points):**

You will select a student with a disability who accesses the general education curriculum. 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 and your course instructor, you will select a writing strategy intervention and develop a plan for teaching (intervention). The teaching lesson plans, modified and adapted for your student [see Lesson Plans template in directions on Canvas], will highlight the stages of effective strategy acquisition and procedures for developing self-regulation. You will implement 3 lesson

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. At the end of the project, you will describe, “what worked well” and “what I would do differently next time” in a reflective summary. Final papers will incorporate all components of the project.

*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**

<i>Student description</i>	<i>10 points</i>
<i>Baseline data graph</i>	<i>10 points</i>
<i>Lesson plans</i>	<i>15 points</i>
<i>Lesson response summaries</i>	<i>10 points</i>
<i>Instructional materials</i>	<i>10 points</i>
<i>Plans for generalization and maintenance</i>	<i>10 points</i>
<i>Final data graph - baseline, intervention, and post-instruction data</i>	<i>10 points</i>
<i>Project evaluation/reflection</i>	<i>15 points</i>
<i>Overall Writing Style/APA 7 Formatting</i>	<i>10 points</i>
<i>Total Points</i>	<i>100 point</i>

**Field Experience Requirement**

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the 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

#### Research Article Summaries (100 points):

You will read 3 research-based articles and summarize each using the Summary Format for Readings included in the Course Assignment Packet found on Canvas. See Schedule for due dates. These research-based articles will be used to support the information included in the Content Text Instructional Plan assignment.

*More information for this project will be presented on the first night of class and posted on Canvas.*

### Assignment Summary

Assignments	% points
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Content Text Instructional Plan (VIA)	100 points
Writing Intervention Project (VIA)	100 points = paper 100 points = student intervention activities
Research Article Summaries	100 points
Attendance/In-Class Learning Activities	100 points
<b>Total Points:</b>	_____/ <b>100 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 class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time to class, 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 via email. 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 attendance in class and will affect the course grade.

**Use of Computers, Cell Phones, PDAs, iPads and other electronic devices and materials:**

Please be *fully present* in class. It is impossible to participate wholly in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. *Please use computers only for work related to the current class activity.* Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class. The breach will be considered as non- attendance for the class session. If, *for emergency reasons*, you must be available via cell phone, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

**Late Work**

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. Please contact the instructor in advance if there is a problem with submitting your work on time. On all assignments, full credit is available for those submitted on time. Unless approved by the professor for every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted.

**Grading**

<b>A</b>	<b>95-100%</b>
<b>A-</b>	<b>90-94%</b>
<b>B+</b>	<b>87-89%</b>
<b>B</b>	<b>83-86%</b>
<b>B-</b>	<b>80-82%</b>
<b>C+</b>	<b>77-79%</b>
<b>C</b>	<b>73-76%</b>
<b>C-</b>	<b>70-72%</b>
<b>D</b>	<b>60-69%</b>
<b>F</b>	<b>&lt;60%</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 VIA/SLL 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 undergraduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, students, instructors, and/or mentor teachers may complete program disposition assessments as part of other courses. Instructors and mentor teachers may complete observer-rated disposition assessments other times throughout the program, as needed. 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.

**Class Schedule**

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

Class Date	Topics	Readings Due	Assignments Due
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<p>Class 1 8/26/24</p>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Overview of Syllabus, &amp; Canvas</li> <li>• Field Experience Video and Information</li> <li>• Review of Student Choice for Field Experience</li> <li>• <i>How to teach students with disabilities</i> (slides)</li> </ul>	<p>Ensure Canvas and GMU email are accessible</p>	
<p>Class 2 9/9/24</p>	<p>Reading to Learn: Supporting All Students in Reading &amp; Pre-Reading Strategies &amp; Supports:</p> <ul style="list-style-type: none"> <li>• Anticipatory</li> <li>• Previewing Text</li> <li>• Text Structure</li> <li>• Text Features</li> </ul> <p>Writing: Writing Process and Strategies:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Composing</li> <li>• Revising/Editing</li> <li>• Publishing</li> </ul> <p>Writing Intervention Project:</p> <ul style="list-style-type: none"> <li>• Student Writing Needs</li> <li>• Grade Level Writing Standards</li> </ul> <p>**Review Summarizing Research Articles</p>	<ul style="list-style-type: none"> <li>• Vaughn &amp; Bos: Ch. 8</li> </ul>	
<p>Class 3</p>	<p>Reading to Learn: Fluency Instruction &amp; During Reading &amp; After Reading</p>	<ul style="list-style-type: none"> <li>• Archer &amp; Hughes: Ch. 4 – Designing</li> </ul>	<p>Complete Article Summary #1</p>

<p>9/16/24</p>	<p>Comprehension Strategies and Supports</p> <p>Fluency:</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>Comprehension:</p> <ul style="list-style-type: none"> <li>• Story Mapping</li> <li>• Summarization</li> </ul> <p>Writing Intervention Project:</p> <ul style="list-style-type: none"> <li>• Time Management</li> <li>• Lesson Planning</li> </ul>	<p>Lessons</p> <ul style="list-style-type: none"> <li>• Vaughn and Bos: Ch. 8 – pp. 226-232; 234-255</li> </ul>	<p>Student choice for Writing Strategy Assignment</p>
<p>Class 4</p> <p>9/23/24</p>	<p>Reading to Learn: 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>Writing Intervention Project:</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>• Vaughn &amp; Bos: pp. 232-234; 244-248; p. 300</li> <li>• Harris, Graham, Mason, &amp; Friedlander: Chapters 1-4</li> </ul>	<p>Approval of Writing Strategy selection for your Writing Intervention Project</p>
<p>Class 5</p> <p>9/30/24</p>	<p>Reading to Learn: Vocabulary Strategies &amp; Supports &amp; Comprehensive Reading Instruction</p>	<ul style="list-style-type: none"> <li>o Harris, Graham, Mason &amp; Friedlander: Ch. 5</li> <li>o Archer and</li> </ul>	<p>Complete Article Summary #2</p>

	<p>Vocabulary: Explicit Instruction</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> <p><i>Writing Project Check-in</i></p>	<p>Hughes: Ch. 3 (review)</p> <ul style="list-style-type: none"> <li>o Vaughn &amp; Bos: Ch. 6, and 10</li> </ul>	
<p>Class 6 10/7/24</p>	<p>Writing: Narrative, Persuasive &amp; Expository Writing</p> <p>Beginning Writing Strategies:</p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Sentences</li> <li>• Paragraphs</li> </ul> <p>Genres of Writing</p> <ul style="list-style-type: none"> <li>• Narrative Writing: Stories and Biographies</li> <li>• Informative Writing</li> <li>• Persuasive Writing</li> </ul> <p>Writing Intervention Project: Explicit Instruction</p> <ul style="list-style-type: none"> <li>• What to teach</li> <li>• How to teach</li> </ul> <p>Writing Lesson Plans</p> <p>**Content Text Instructional Plan Check-In</p>	<ul style="list-style-type: none"> <li>• Harris, Graham, Mason, &amp; Friedlander: Ch.6,7,8,9, 10,11</li> <li>• Archer &amp; Hughes: Ch. 4: Designing Lessons</li> </ul>	
<p>Class 7</p>	<p>Reading and Writing to Learn:</p>	<ul style="list-style-type: none"> <li>• Vaughn &amp; Bos: pp. 341-343</li> </ul>	<p>Complete Article</p>

10/21/24		<ul style="list-style-type: none"> <li>Harris, Graham, Mason &amp; Friedlander: Ch. 12, 13, 14, 15</li> </ul>	
Class 8 11/4/24	<p>Collaborative Strategic Reading (CRS)</p> <ul style="list-style-type: none"> <li>Click and Clunk</li> <li>Getting the Gist</li> <li>Wrap Up</li> <li>Cooperative Learning Groups</li> </ul> <p><i>**Writing Project Check-in</i></p>	<ul style="list-style-type: none"> <li>IRIS: Collaborative Strategic Reading Module</li> <li>Vaughn and Bos: pp. 255-258</li> </ul>	
Class 9 11/11/24	<p>Reading and Writing to Learn</p> <ul style="list-style-type: none"> <li>PLAN &amp; WRITE</li> <li>TWA/TRAP/Paraphrasing and Summarizing</li> </ul> <p><i>**Review Content Text Instructional Plan Directions</i></p>	<ul style="list-style-type: none"> <li>Harris, Graham, Mason &amp; Friedlander: Ch. 16, 17</li> </ul>	
Class 10 11/11/24	Presentations		Content Text Instructional Plan Due
Class 11 11/18/24	<p>Writing: Writing Persuasive, Narrative, and Informative Essays Review</p> <p>Persuasive Writing Strategies:</p> <ul style="list-style-type: none"> <li>POW-TREE</li> <li>STOP</li> <li>DARE</li> </ul> <p>Revising and Editing Strategies</p> <ul style="list-style-type: none"> <li>COPS</li> <li>CAPS</li> <li>SCAN</li> </ul>	<p>Review:</p> <ul style="list-style-type: none"> <li>Harris, Graham, Mason &amp; Friedlander: Ch. 8, 9, 10, 11, 12,13</li> </ul>	

	<ul style="list-style-type: none"> <li>• REVISE</li> <li>• Peer Revising</li> </ul>		
Class 12 11/25/24	<p>Writing Intervention Project:</p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Data-based Decision Making</li> <li>• Maintenance &amp; Generalization</li> <li>• Assembling the Writing Project Poster Presentation</li> </ul>		
Class 13 12/2/24	<p>Explicit Instruction</p> <ul style="list-style-type: none"> <li>• Independent Practice Choices</li> <li>• Practice Writing Lessons</li> </ul> <p><i>**Review writing Project Paper</i></p>	<ul style="list-style-type: none"> <li>• Archer &amp; Hughes: Ch. 8</li> </ul>	
Class 14 12/9/24	<ul style="list-style-type: none"> <li>• Presentations</li> </ul>		Writing Intervention Project Due

**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-](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](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - o [Canvas: https://its.gmu.edu/service/canvas/](#)
- For information about [student support resources](#) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - o [TimelyCare: https://caps.gmu.edu/timelycare-services/](#)
  - o [Writing Center: 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 [faculty insert your specific pronouns here] for myself and you may address me as “[YOUR NAME]”, “Dr./Prof. [NAME]” or “Mr./Ms./Mx. [NAME]” 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.

### **Land Acknowledgement Statement**

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

## **Appendix**

### **Assessment Rubric(s)**

## Content Text Instructional Plan Assessment Rubric

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>Curriculum Analysis CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</b></p>	<ul style="list-style-type: none"> <li>• Candidate does not clearly identify a secondary grade level, content area, AND/OR one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning).</li> <li>• Candidate does not clearly identify and describe ANY of the following related to the standard:               <ul style="list-style-type: none"> <li>○ Critical concepts,</li> <li>○ Critical vocabulary, or</li> <li>○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)</li> </ul> <p style="margin-left: 40px;">Required for a student to meet the standard.</p> </li> <li>• Candidate identifies and/or describes critical concepts, critical vocabulary, or skills that are irrelevant to the identified standard.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning).</li> <li>• Candidate clearly identifies, describes, and prioritizes the relevant:               <ul style="list-style-type: none"> <li>○ Critical concepts,</li> <li>○ Critical vocabulary, and</li> <li>○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)</li> </ul> <p style="margin-left: 40px;">Required for a student to meet the standard.</p> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or general curriculum (i.e., Virginia Standards of Learning).</li> <li>• Candidate clearly identifies, describes, and prioritizes the relevant:               <ul style="list-style-type: none"> <li>○ Critical concepts,</li> <li>○ Critical vocabulary, and</li> <li>○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)</li> </ul> <p style="margin-left: 40px;">Required for a student to meet the standard.</p> </li> <li>• Candidate provides further evidence of task analysis of the standard by:               <ul style="list-style-type: none"> <li>○ Identifying priorities or sequencing of the critical content,</li> <li>○ Identifying ways to organize the critical content, OR</li> <li>○ Identifying sources of</li> </ul> </li> </ul>

			specialized materials, curriculum, or resources related to the critical content.
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	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<b>Development of Unit Planning Visual Organizer/Power Point Presentation CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</b>	<ul style="list-style-type: none"> <li>• Candidate develops a unit planning visual organizer/power point presentation which omits any of the following:               <ul style="list-style-type: none"> <li>o make explicit connections between prior knowledge and future learning (scope and sequence);</li> <li>o make connections between essential concepts;</li> <li>o identify, prioritize and sequence key concepts from the unit; and</li> <li>o identify questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate develops a unit planning visual organizer/power point presentation which:               <ul style="list-style-type: none"> <li>o makes explicit connections between prior knowledge and future learning (scope and sequence),</li> <li>o makes connections between essential concepts,</li> <li>o identifies, prioritizes and sequences key concepts from the unit, and</li> <li>o identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate develops a unit planning visual organizer/power point presentation which:               <ul style="list-style-type: none"> <li>o makes explicit connections between prior knowledge and future learning (scope and sequence),</li> <li>o makes connections between essential concepts,</li> <li>o identifies, prioritizes and sequences key concepts from the unit, and</li> <li>o identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.</li> </ul> </li> <li>• Candidate explicitly connects organizer components to state standards or provides for enrichment.</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>Adaptation in Unit Lessons</b>  <b>CEC/IGC Standard 5</b>  <b>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</b></p>	<ul style="list-style-type: none"> <li>• Candidate fails to do any of the following: <ul style="list-style-type: none"> <li>○ identify essential concepts and vocabulary likely to require adaptation.</li> <li>○ select and adapt instructional strategies and materials according to the interaction of learners’ academic and social abilities, attitudes, interests, and values and the demands of instruction.</li> <li>○ adapt lessons to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum AND/OR age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies which essential concepts and vocabulary are likely to require adaptation.</li> <li>• Candidate selects and adapts instructional strategies and materials according to the interaction of learners’ academic and social abilities, attitudes, interests, and values and the demands of instruction.</li> <li>• Candidate adapts lessons to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.</li> <li>• Candidate integrates task analysis into the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies which essential concepts and vocabulary are likely to require adaptation.</li> <li>• Candidate selects and adapts instructional strategies and materials according to the interaction of learners’ academic and social abilities, attitudes, interests, and values and the demands of instruction.</li> <li>• Candidate adapts lessons to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.</li> <li>• Candidate integrates task analysis into the lessons.</li> <li>• Candidate includes a detailed and specific rationale for the</li> </ul>

			changes made/selection of adaptations.
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	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<b>Unit Plan Development CEC/IGC Standard 5 Candidate selects, adapts, and</b>	<ul style="list-style-type: none"> <li>• Candidate prepares incomplete unit plans that fail to utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate prepares comprehensive unit plans that               <ul style="list-style-type: none"> <li>○ utilize a repertoire of evidence-based practices to individualize</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate prepares comprehensive unit plans that utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development,</li> </ul>

<p><b>uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</b></p>	<p>and skills across environments and settings.</p> <ul style="list-style-type: none"> <li>• Candidate fails to focus unit plans on teaching essential concepts, vocabulary, and content across the general curriculum AND/OR include age and ability appropriate instruction AND/OR use specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.</li> </ul>	<p>instruction, and</p> <ul style="list-style-type: none"> <li>○ emphasize the development, maintenance, and generalization of knowledge and skills for an individual with an exceptionality across environments and settings.</li> <li>• Candidate focuses unit plans on <ul style="list-style-type: none"> <li>○ teaching essential concepts, vocabulary, and content across the general curriculum,</li> <li>○ includes age and ability appropriate instruction and</li> <li>○ uses specialized instructional strategies appropriate to the abilities and needs of the individual with an exceptionality.</li> </ul> </li> <li>• Candidate integrates instructional or assistive technology into the unit plans.</li> </ul>	<p>maintenance, and generalization of knowledge and skills for an individual with an exceptionality across environments and settings.</p> <ul style="list-style-type: none"> <li>• Candidate focuses unit plans on <ul style="list-style-type: none"> <li>○ teaching essential concepts, vocabulary, and content across the general curriculum,</li> <li>○ including age and ability appropriate instruction and</li> <li>○ using specialized instructional strategies appropriate to the abilities and needs of an individual with an exceptionality.</li> </ul> </li> <li>• Candidate integrates task analysis and instructional or assistive technology into the unit plans, as appropriate.</li> <li>• Candidate includes clear plans for connecting the concepts from one lesson to the next.</li> <li>• Candidate provides elaboration on the instructional strategies with explicit scholarly plans, materials, or links to future lessons.</li> </ul>
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	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
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<p><b>Assessments</b>  <b>CEC/IGC</b>  <b>Standard 4</b>  <b>Candidate uses multiple methods of assessment and data sources in making educational decisions.</b></p>	<ul style="list-style-type: none"> <li>• Candidate fails to develop two different assessments that accommodate the unique abilities and needs of individuals with exceptionalities</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate fails to develop two different assessments that effectively evaluate students' learning of the stated objectives and monitor progress in instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes and provides original sample questions for two different assessments for the unit that <ul style="list-style-type: none"> <li>○ 1. ONE: evaluates instruction of the stated learning objectives</li> <li>○ 2. TWO: Monitors progress of an individual with an exceptionality during unit instruction</li> </ul> </li> <li>• Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes and provides original sample questions for two different assessments for the unit that <ul style="list-style-type: none"> <li>○ 1. ONE: evaluates instruction of the stated learning objectives for reading and writing about content material</li> <li>○ 2. TWO: Monitors progress of an individual with an exceptionality during unit reading instruction</li> </ul> </li> <li>• Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities.</li> <li>• Candidate provides description of the implementation plan for the assessments AND provides a description of the utility of each item or clusters of items to instruction.</li> </ul>
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