



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

Fall 2024

EDSE 641 685: Instructional Strategies for Reading and Writing

CRN: 84091, 3 – Credits

Instructor: Dr. Kelley Regan	Meeting Dates: 9/12/24 – 11/14/24
Phone: (o) 703-993-9858 (c) to be provided in class	Instructional Method: Mix of face-to-face meetings and online instruction. See the face-to-face meeting dates below. All other meeting dates will be synchronous online video meetings supplemented by asynchronous online coursework, or purely asynchronous.
E-Mail: kregan@gmu.edu	Face-to-face Meeting Dates & Time: Thursday (9/12; 9/26; 10/10; 10/24; 11/7) 5:15 pm – 9:15 pm
Office Hours: as needed, contact to arrange	Meeting Location: Woodson HS; Room A119

Note:

- 1. 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.**
- 2. If you are unable to attend face-to-face sessions, please speak with your advisor about moving your face-to-face coursework to a future semester and determining if you can take one an online course offering.**

Prerequisite(s):

EDSE 503 or EDSE 341

Co-requisite(s):

None

Course Description

Integrates knowledge of language assessments and the components of quality reading instruction to plan well-sequenced and explicit instruction for students with disabilities in the

general education curriculum. Examines objectives that align with curriculum standards while still providing individualization. Implements and applies reading and writing instruction to support learning in all content areas. Field experience required.

Course Overview

EDSE 641 integrates knowledge of research in language assessments and the components of quality reading instruction for planning well-sequenced and explicit instruction for students with disabilities in the general education curriculum. This course examines objectives that align with curriculum standards while still providing individualized instruction for students with disabilities. Implementation and application of reading and writing instruction is developed to support the learning of students with disabilities in all content areas.

Advising Contact Information

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

Advising Tip

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

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion activities
2. Application activities and assignments
3. Reading assignments and small group activities
4. Video and other media supports
5. Research-based writing activities and assignments
6. Electronic supplements and activities via Blackboard

This course will be delivered hybrid (50% online) using both synchronous and asynchronous format via Mason's Learning Management System (LMS). There will also be face-to-face class meetings. You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on September 3, 2024.

- To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>

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.
 - [Blackboard Learn](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support) supported browsers:
https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
- 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:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Thursday, and finish on Wednesday night.
- 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.
- 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* (1st ed.). Guilford Press. ISBN-13:978-1609180416 (Chapters 3, 4, and 8 only)

- FREE library access (do Not purchase this textbook): https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/detail.action?docID=605347#goto_toc

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

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

Recommended Texts

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

Required Resources

The IRIS Center (2022). SRSD: Using Learning Strategies to Enhance Student Learning <https://iris.peabody.vanderbilt.edu/module/srs/#content>

(Chapter 10) *Improving Attention and Memory* in Mastropieri, M. A., Scruggs, T. E., & Regan, K. S. (2023). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction* (7th edition). Pearson.

Additional Readings

Datchuk, S. M. & Kubina, R. M. (2013). A review of teaching sentence-level writing skills for students with writing difficulties and learning disabilities. *Remedial and Special Education, 34*(3), 180-192. <https://doi.org/10.1177/0741932512448254>

El Zein, F., Solis, M., Vaughn, S., & McCulley L. (2014). Reading comprehension intervention for students with autism spectrum disorders: A synthesis of research. *Journal of Autism and Developmental Disorders, 44*(6), 1303-1322. <https://doi.org/10.1007/s10803-013-1989-2>

Regan, K., Berkeley, S., Hughes, M., Kirby, S. (2014). Effects of computer-assisted instruction for struggling elementary readers with disabilities. *Journal of Special Education, 48*(2), 106-119. <https://doi.org/10.1177/0022466913497261>

Regan, K., Evmenova, A., Good, K., Leggett, A., Ahn, S. Y., & Mastropieri, M. (2017). Persuasive writing with mobile-based graphic organizers in inclusive classrooms across the curriculum. *Journal of Special Education Technology, 33*(1), 3-14. <https://doi.org/10.1177/0162643417727292>

Stevens, E. A., Park, S., & Vaughn, S. (2018). A review of summarizing and main idea for struggling readers in grades 3 through 12: 1978 – 2016. *Remedial and Special Education, 40*(3), 131-149. <https://doi.org/10.1177/0741932517749940>

Vaughn, S., Roberts, G., Schnakenberg, J. B., Fall, A.M., Vaughn, M. G., & Wexler, J. (2015). Improving reading comprehension for high school students with disabilities: Effects for comprehension and school retention. *Exceptional Children, 82*(1), 117–131. <https://doi.org/10.1177/0014402915585478>

Wexler, J., Kearns, D. M., Lemons, C. J., Mitchell, M., Clancy, E., Davidson, K. A., Sinclair, A. C., & Wei, Y. (2018). Reading comprehension and co-teaching practices in middle school English language arts classrooms. *Exceptional Children, 84*(4), 384-402. <https://doi.org/10.1177/0014402918771543>

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 11/13

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 (if needed, the text and chapter will be provided by the course instructor). You will develop an instructional plan for teaching a small section of the content. Your plan should address an anticipatory event, text structure, questioning, graphic organizers, vocabulary, reading comprehension before, during, and after reading; and writing. At least five research-based references should be included to support your instructional plans. You will prepare a 10-12 slide PowerPoint presentation that demonstrates how you will teach the content in your textbook. Your PowerPoint will be directed to fellow teachers as if you were presenting an instructional plan during a unit planning meeting with your colleagues. You will share a draft of this PowerPoint presentation with your peers. You will post the final PowerPoint on Blackboard on the VIA link given under the Assessments tab. More information will be provided during the first-class session and posted on Blackboard.

College Wide Common Assessment

(VIA submission required)

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on

nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP). The college-wide common assessment in this course is: Lesson Planning.

Writing Intervention Project (60 points): Due Nov. 14

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 towards 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 to three story parts during baseline to having all seven parts in a single writing prompt following instruction. At the end of the project, you will describe "what worked well" and "what I would do differently next time" in a reflective summary. Components of the project will be reviewed in class as they become instructionally appropriate. More information for this project will be presented on the first night of class and posted on Blackboard.

Writing Intervention Project Scoring – All Components are Mandatory

Student description	7 points
Intervention Schedule (with dates)	5 points
Three lesson plans with instructional materials	21 points
Lesson journal	6 points
Data graph – baseline, intervention, and post-instruction data	6 points
Plans for generalization and maintenance	4 points
Project evaluation/reflection	6 points
Written expression and use of APA style	5 points
Total Points	60 points

Field Experience Requirement

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

Content Text Instructional Plan Presentation & Peer Responses (4 points screencast development & posting; 6 points peer feedbacks = 10 points total): *Due Nov. 14, 2024*

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 BlackBoard Discussion Board. After all presentations are posted, everyone will have a chance to view at least 3 peer presentations and provide feedback via the Discussion Board following structured guidelines.

Research Article Summaries (2 @ 20 points each = 40 points): *Due Sep 26 & October 24*

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

Online Modules (2 @ 25 points each = 50 points): *Due October 9th & November 7, 2024*

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

Attendance (8 classes @ 12 points each): *Earned Weekly except for 2 online module weeks*

The majority of the class learning will occur in our in-person and synchronous/asynchronous online class meetings. During these face-to-face sessions, teacher candidates will be focused on developing their lesson planning, research skills, and knowledge of evidence-based practices in reading and writing. Since attendance is important to the course outcomes, teacher candidates will earn 6 points during each class session for being present, which includes being on time for class, participating within class activities and discussions, and being mentally present and available for learning during class time. The other 6 points earned point during each class meeting will be earned through successful and accurate completion of class activities focused on the processing and application of class readings and objectives, as well as building understanding and skills targeted towards the accomplishment of course projects and learning outcomes.

Assignment Summary

Course grades are calculated by summing the points earned on assignments and dividing by the 326 total possible points.

• Content Text Instructional Plan	• 70 points
• Content Text Instructional Plan Presentation & Peer Responses (4 points screencast development & posting; 6 points peer feedback = 10 points total)	• 10 points
• Writing Intervention	• 60 points
• Research Article Summaries (2 @ 20 points each)	• 40 points
• Online Modules (2 @ 25 points each)	• 50 points
• Attendance/In-Class Learning Activities (8 classes @ 12points each; note: two classes are online modules)	• 96 points
• Total Points	• 326 points

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 in-person and 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 activities. 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 due to unforeseen circumstances, please contact the instructor by phone or e-mail **before** the class session where you will be absent.

Any in-class activities can be completed on the student's own time and submitted for earning 6 of the 12 possible attendance points. In this case, it is still the student's responsibility to plan for obtaining notes, handouts, and lecture details from another student. ***Attendance points missed for more than one absence or any absence without instructor contact before class will be considered on an individual and case by case basis based on appropriate student documentation!*** Two or more unexcused absences may result in no credit for this course.

Late Work

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

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

5% point deduction – up to 1 week late

10% point deduction – 1-2 weeks late

25% point deduction – 2 weeks late up through last class

Grading

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

F = 69% and below

***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.

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 Today (<i>unless date specified</i>)
9/12	<p><u>F2F:</u></p> <ul style="list-style-type: none"> • Introductions • Review of 503 • Course Overview, Syllabus, & Blackboard Review • Icebreaker • Curriculum standards • Specially Designed Instruction 	Ensure access for Blackboard for this course and review syllabus in advance	Field Experience Video and Verification is Due before 9/18
9/19	<p><u>Synchronous Online:</u></p> <p>Science of Reading Supporting All Students in Word Recognition & Pre-Reading Strategies</p> <ul style="list-style-type: none"> • Anticipatory Events • Previewing Text • Text Structures • Text Features 	<ul style="list-style-type: none"> • Vaughn & Bos: Ch. 8 	
9/26	<p><u>F2F:</u></p> <p>Concepts to Map</p> <p>Reading Strategies to support Fluency and Comprehension</p> <ul style="list-style-type: none"> • Questioning Strategies 	<ul style="list-style-type: none"> • Vaughn & Bos: Chapter 2, pp. 36-46 	Research Article Summary #1

Week	Class Format & Topics	Readings Due	Assignments Due Today (<i>unless date specified</i>)
10/3	<p><u>Asynchronous Online Module</u></p> <ul style="list-style-type: none"> • Handwriting LIFTER • Beginning Writing <ul style="list-style-type: none"> ○ Words ○ Sentences ○ Paragraphs • Genres of Writing • Self-Regulated Strategy Development Model (SRSD) 	<ul style="list-style-type: none"> • Chapters 2 and 3 Harris, Graham, Mason, & Friedlander (pp. 11-39) 	<p>Online Module #1 due 10/9</p>
10/10	<p><u>F2F:</u> Explicit Writing Instruction</p> <ul style="list-style-type: none"> • Strategies • How to evaluate student writing • Technology supports <p><i>*Bring Harris et al. to class</i></p>	<ul style="list-style-type: none"> • Vaughn & Bos: Ch. 9 	
10/17	<p><u>Synchronous Online:</u></p> <p>Content Area Reading: Vocabulary Strategies & Supports & Comprehensive Reading Instruction</p>	<ul style="list-style-type: none"> • Vaughn & Bos: Ch. 10 • Archer & Hughes: Ch. 3 – Vocabulary • Harris, Graham, Mason, & Friedlander: Ch. 17 	<p><i>Writing Intervention Project Approval Deadline</i></p>
10/24	<p><u>F2F:</u></p> <p>Peer Assisted Learning Strategies</p> <p>Mnemonics</p> <p>Lesson Plans</p>	<ul style="list-style-type: none"> • Mastropieri, Scruggs, & Regan: <i>Improving Attention and Memory. (pp. 258-276)</i> 	<p>Research Article Summary #2</p>

Week	Class Format & Topics	Readings Due	Assignments Due Today (<i>unless date specified</i>)
10/31	Individual Meetings this week & Project Support		
11/7	<u>F2F/Asynchronous:</u> Writing: Digital tools to support student writing	<ul style="list-style-type: none"> Archer & Hughes: Ch. 8 – Providing Appropriate Independent Practice 	Online Module #2 Due this class *Content Text Instructional Plan Due 11/13
11/14	<u>Synch/Asynchronous:</u> Post Content Text Plans and Response to peer plans		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 \(http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/\)](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 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.

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)

Lesson Planning Rubric

Section 1: Classroom Context			
Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>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.</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>
Section 2: Planning for Instruction & Assessment			
Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>The Candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners.</p> <p><i>InTASC 7</i> <i>CAEP R1.3</i></p>	<p>The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with national/state/local standards that are aligned with appropriate curriculum goals.</p>	<p>The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives closely aligned with national/state/local standards that are aligned with appropriate curriculum goals to address learner</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 appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge.</p>

<p>VUPS 2</p> <p>SOL and VESOL</p> <p>Content-specific</p>		<p>needs and build on prior knowledge.</p>	
<p>The Candidate constructs performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners.</p> <p>InTASC 7</p> <p>CAEP R1.3</p> <p>VUPS 2</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>The Candidate uses pre-assessment data and/or prior knowledge of skills to plan instruction.</p> <p>InTASC 7</p> <p>CAEP R1.3</p> <p>VUPS 2</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 scaffolds and differentiation that address individual learner strengths and needs.</p>

<p>The Candidate differentiates instruction to accommodate the needs of individuals and groups of learners in meeting the learning objectives.</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>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.</p> <p><i>InTASC 8</i> <i>CAEP R1.3</i> <i>VUPS 3</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>The Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p><i>InTASC 4</i></p> <p><i>CAEP R1.2</i></p> <p><i>VUPS 1</i></p> <p><i>SOL and VESOL</i> <i>Content-specific</i></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>The Candidate facilitates learners' use of appropriate tools and resources to maximize cross-curricular content learning in varied contexts.</p> <p><i>InTASC 5</i></p> <p><i>CAEP R1.2</i></p> <p><i>VUPS 3</i></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 other disciplines.</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-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative</p>

			and critical thinking.
<p>The Candidate organizes the learning environment to support individual and collaborative learning.</p> <p><i>InTASC 3</i></p> <p><i>CAEP R1.1</i></p> <p><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>The Candidate assesses learners’ knowledge and skill in multiple ways</p> <p><i>InTASC 6</i></p> <p><i>CAEP R1.3</i></p> <p><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 a full rating of learner needs and abilities.</p>
Section 3: Reflection: Impact on Learning			
Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3

<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 their professional expertise.</p> <p><i>InTASC 10</i> <i>CAEP R1.4</i> <i>VUPS 7</i></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' needs and/or develop their professional expertise.</p>	<p>The evidence indicates that the Candidate collaborated with peers and /or mentors to plan, revise, implement and/or reflect on instruction to meet learners' needs and develop their professional expertise</p>	<p>The evidence indicates that the Candidate collaborated with peers and mentors to plan, revise, implement and reflect on instruction to differentiate for learners' needs and set goals for developing their professional expertise.</p>

Appendix B
General Curriculum Hybrid Online Course Policies (drafted in fall 2023)

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 Blackboard

Class Meeting Requirements

1. **You must be on camera and available for discussion during assigned class time (whole group or your assigned small group).** You may not switch groups. You must reserve the **entirety of the class time 5:15-9:15PM for class activities.** Please note that your small groups may switch times weekly, and some weeks may be whole group instruction. Do not make other plans during class time on Wednesdays.
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 in person and/or synchronous meetings take place as indicated on the Schedule of Classes.

- Log-in Frequency:

Students must actively check the course Blackboard 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 Blackboard 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. 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.
- **Taking tests:** All testing will be done on Blackboard at your home or another secure computer and requires no proctors. Avoid public Wi-Fi; the bandwidth is shared, and you may experience system dropout or shutdown that will end your test attempt.

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.