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#### GEORGE MASON UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

PROGRAM – SPECIAL EDUCATION

**Syllabus EDSE 628: Elementary Reading/Curriculum Strategies for Students with Disabilities who access the General Education Curriculum** (3 credits)

**Semester and Year:** Spring 2009

**Course Day/Time:** Tuesdays, 7:20-10:00 p.m. **Dates:** 1/20/09-5/13/09

**Course Location:** Loudoun Campus

**Professor:** Lori Howard, Ph.D.

(703) 583-8207 (Please no calls after 8:30 p.m.)

l[ah9n@cms.mail.virginia.edu](mailto:ah9n@cms.mail.virginia.edu)

**Course Purpose and Intended Audience**

This course is intended to introduce participants to instructional procedures for facilitating inclusive instruction in general education classes for students with disabilities. Participants will become familiar with effective instructional strategies for working with students with disabilities, such as mild mental retardation, learning disabilities, emotional disabilities, autism, and communication disorders. Participants will become familiar with effective strategies for incorporating reading strategies, adapting curriculum materials, designing instructional procedures, and evaluation methods to accommodate students with disabilities within general education inclusive environments.

**Course Description**

This course applies research on teacher effectiveness, teacher accountability, instructional approaches, and advances in technology at the elementary level for individuals with emotional disturbance, learning disabilities, and mental retardation. Course content includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies, and social skills; cognitive strategies in self-regulation, study skills, attention, memory, and motivation; and peer-mediated instruction, including cooperative learning and peer tutoring. Prerequisites: none.

**Course Objectives**

The objectives of the course are the following:

• To familiarize participants with the learning characteristics of students with mild disabilities including mental retardation, learning disabilities, and emotional disabilities.

• To familiarize participants with the principles of effective instruction for including students with disabilities in general education classes, including the use and application of prioritizing objectives, adapting materials, instruction, the environment, and evaluation procedures.

• To familiarize participants with strategies for promoting inclusion with classroom peers as peer tutors, assistants, and cooperative learning.

• To familiarize participants with strategies for improving motivation.

• To familiarize participants with strategies for improving attention and memory skills.

• To familiarize participants with strategies for improving study and organizational skills.

• To familiarize participants with strategies for adapting evaluation procedures.

• To familiarize participants with strategies for teaching and adapting language and literacy.

• To familiarize participants with strategies for teaching and adapting math.

• To familiarize participants with strategies for teaching and adapting science and social studies.

**Student Outcomes**

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

• Describe elementary level intervention research and the associated issues in intervention research, including technological advances as applied to individuals with mild disabilities;

• Describe and implement elementary level research-based curriculum and strategies for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities;

• Describe and implement elementary level research-based cognitive strategies in self-regulation and metacognition, study skills, attention, memory, and motivation for individuals with mild disabilities;

• Describe and implement elementary level research-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;

• Develop and implement strategies in curriculum and strategies to correspond with the Virginia Standards of Learning.

**Relationship of Courses to Program Goals and Professional Organizations**

This course is part of the George Mason University, College of Education and Human Development, Special Education Program for teacher licensure in the Commonwealth of Virginia for teaching students with disabilities who access the general curriculum. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for elementary curriculum and strategies for teaching individuals with emotional disturbances, learning disabilities, and mild mental retardation.

The CEC Standards are listed on the following web site:

<http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html>

CEC standards that will be addressed in this class include some of the following:

Standard 4 - Instructional Strategies

Skills:

• Use strategies to facilitate integration into various settings.

• Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.

• Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

• Use strategies to facilitate maintenance and generalization of skills across learning environments.

• Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.

• Use strategies that promote successful transitions for individuals with exceptional learning needs.

Standard 5 - Learning Environments and Social Interactions

Knowledge:

• Demands of learning environments.

• Basic classroom management theories and strategies for

• Individuals with exceptional learning needs.

• Effective management of teaching and learning.

• Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

• Social skills needed for educational and other environments.

• Strategies for crisis prevention and intervention.

• Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

• Ways to create learning environments that allow individuals to retain and appreciate their own and each other’s respective language and cultural heritage.

• Ways specific cultures are negatively stereotyped.

• Strategies used by diverse populations to cope with a legacy of former and continuing racism.

Skills:

• Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.

• Identify realistic expectations for personal and social behavior in various settings.

• Identify supports needed for integration into various program placements.

• Design learning environments that encourage active participation in individual and group activities.

• Modify the learning environment to manage behaviors.

• Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

• Establish and maintain rapport with individuals with and without exceptional learning needs.

• Teach self-advocacy.

• Create an environment that encourages self-advocacy and increased independence.

• Use effective and varied behavior management strategies.

• Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.

• Design and manage daily routines.

• Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.

• Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.

• Structure, direct, and support the activities of paraeducators, volunteers, and tutors.

• Use universal precautions.

Standard 7 - Instructional Planning

Knowledge:

• Theories and research that form the basis of curriculum development and instructional practice.

• Scope and sequences of general and special curricula.

• National, state or provincial, and local curricula standards.

• Technology for planning and managing the teaching and learning environment.

**Course Materials**

Required Text:

Mastropieri, M.A, & Scruggs, T.E., (2007). *The Inclusive Classroom: Strategies for Effective Instruction (3rd ed.*). Upper Saddle River, NJ: Pearson.

Recommended Texts (not required)

Jacobs, G. M., Power, M. P., & Loh, W. I. (2002). *Teacher's sourcebook for cooperative*

*learning: Practical techniques, basic principles, and frequently asked questions.* Thousand Oaks, CA: Corwin Press.

Marriott, D. (1997). *What are the other kids doing? While you teach small groups.* Cypress, CA: Creative Teaching Press.

Several readings will be assigned throughout the semester. These readings can be found on the blackboard site for the class. The blackboard site contains the assignments/rubrics, approved lesson plan templates, resources, and helpful websites.

*George Mason Patriot Web*: <https://patriotweb.gmu.edu/> A self-service website for students, faculty, and staff of George Mason University. A wealth of useful links, information, and online forms are available on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

*Advising Contact Information*:Please make sure that you are being advised on a regular basis as to your status and progress through the special education program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or 703-993-2387. When contacting her, always provide your G number to her.

*TaskStream*

The signature assignment required for this course must be submitted electronically to Mason’s NCATE management system, *TaskStream* via https://www.taskstream.com. Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to *TaskStream* (regardless of whether a course is an elective or part of an undergraduate minor). *TaskStream* information is available at [http://gse.gmu.edu/programs/sped/.](http://gse.gmu.edu/programs/sped/) Failure to submit the assignment to *TaskStream* may result in reporting the course grade as Incomplete (IN). See <http://gse.gmu.edu/programs/sped/taskstream/> for detailed steps.

**Student Responsibilities**

Your attendance, participation, and effort for each class session of EDSE 628 are collectively a part of your commitment to your learning. As teachers you provide an experience for your students to be a community of learners. As graduate students, *you* are also a part of this community of learners. Within this professional community, you have a responsibility to yourself and to each other to:

* Be on time for each class
* Be prepared for each class by having any assignments done before the start of class
* Complete written copies of assignment in appropriate format (all papers are to be typed, use APA format, reviewed for spelling/grammar, proofread) Note: All lesson plans must use the required lesson plan templates located on blackboard.
* Demonstrate respect and consideration for all individuals in our community of learners
* Engage in academically honest behavior by being familiar with and abiding by all requirements listed in the G*eorge Mason University Honor Code*: <http://www.gmu.edu/catalog/apolicies/#TOC_H12> This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community.

**More Details of the Course:**

|  |
| --- |
| * Assignments are due on the assigned due date. Late assignments will not be accepted unless prior approval has been obtained from the instructor and there will be points deducted. Late Thought Questions will not be accepted. (To avoid late penalties, you may send the documents or TQ’s to me electronically as email attachments. The time stamp must be before the start of the class. Please put your name on these documents.) |
|  |
| * The APA (American Psychological Association) style of writing and citation is expected. |
| * Please, out of respect for your classmates, turn off your cell phone during class and make your calls during class breaks. |
| * General Information: Please use a stapler for all papers that are turned in. Please do not use report covers. All papers (including Thought Questions) should be word processed. |

**Nature of Course Delivery:**

1. Class lecture, discussion, and participation.

2. Videotapes and other relevant multimedia presentations.

3. Study and independent library research (application research papers).

5. Application activities, including simulations and demonstrations of intervention research and materials.

6. Class presentations, lesson plans, and visual supports for student learning.

**Evaluation (Please see table of assignments for more information)**

1. Class attendance and participation

2. Strategy Paper

3. Lesson Plans (5 total)

4. Library Research Worksheet

5. Application/Research Paper

6. Poster Presentation

Students with disabilities who seek accommodations in a course must be registered with the GMU

Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester.

See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**Grading**

|  |  |
| --- | --- |
| **Total Points**  **Earned 600** | **Grade** |
| 571-620 | A |
| 558-570 | A- |
| 546-557 | B+ |
| 496-545 | B |
| 434-495 | C |
| 433 and below | F |

|  |  |  |
| --- | --- | --- |
| **No.** | **Assignments** | **Points** |
| 1 | Attendance and Participation Class attendance and participation in discussions/small group activities is expected. The instructor reserves the right to deduct points for lack of participation from the student’s overall point total. 5 points for attendance/participation.  Thought Questions will be required for all reading assignments. There will be 1 question per chapter or article. Further details about Thought Questions (TQ’s) will be provided in class. 5 points for Thought Questions. | 12 x 10  (120 total) |
| 2 | \* Lesson Planning Students will be asked to complete a lesson planner demonstrating the application of a specific strategy/method in the plan. More details will be provided in class. The approved lesson plan organizer must be used. 20 points per lesson plan | 5 x20  (100 total) |
| 3 | \*Strategy Paper Select an intervention research article from a professional journal (e.g., Learning Disabilities Research and Practice, Behavioral Disorders, Education and Treatment of Mental Retardation and Developmental Disabilities). Prepare a written description of that research with a special emphasis on the strategies, materials, and findings. More details will be provided in class. | 100 |
| 4 | \*Poster Presentation of Strategy Prepare and present a poster presentation that displays the information of how to use a specific strategy (cooperative learning, graphic organizer). More details will be provided in class. | 80 |
| 5. | \*Library Research Worksheet Students will be required to complete a library research worksheet related to database searching, topic sentences, and identifying key words for searching. More details will be provided in class and the Education Librarian (Wendy Mann) will be available to assist students as needed. | 20 |
| 6. | \*Application or Research Paper Students may choose to (1) select a strategy to implement in their classroom or (2) choose a curriculum and strategies area relevant to elementary level and write a paper describing interventions involving students with learning or behavioral disorders. More details will be provided in class. | 200 |
|  | NOTES: Late Thought Questions will not be accepted and points will be deducted from any other late assignments. Please plan ahead.  \*These assignments are probable entries for the student portfolio  \*\*Note the instructor reserves the right to award Teacher Discretion points. These points may be awarded for outstanding participation in class discussions, exemplary presentations/lesson plans, or other exemplary student efforts that merit recognition. | **620** |

*It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.*

**Course Outline**

|  |  |  |  |
| --- | --- | --- | --- |
| **Session** | **Date** | **Topic** | **Assignments Due** |
| 1 | 1/20 | Introduction, syllabus, assignments, and Small Group Activity (SGA) |  |
| 2 | 1/27 | Elementary Learners, Theoretical Constructs,  Research-based practices  Vocabulary: ZPD, scaffolding, guided practice | Reading Assign: Chaps 1,2, & 3 in MS (3 TQ) |
| 3 | 2/3 | Collaboration, Inclusion, Practical Matters  Effective Instruction, Assessment to Guide Instruction, Lesson Planning  In class Lesson Planning Activity | Reading Assign:  Chaps 4 & 5 in MS (2 TQ)  Choice of Strategy Due |
| 4 | 2/10 | Library Visit/Field Trip  \*\* Class will meet on the 2nd floor of the Johnson Center Library at the Main GMU Campus.  Library Research Worksheet to be completed before Library visit. Please bring it with you. | Reading Assign: Chaps 6 & 12 (2 TQ)  Article: Rubrics  Library Worksheet Due |
| 5 | 2/17 | Memory; memory processes; strategies for improving memory (mnemonics, graphic organizers) Using technology/videos  Video: PBS Mr. Rogers | Reading Assign: Chaps 10 & 11 (2 TQ)  1st LP Due  Choice of Research or Application Paper Due |
| 6 | 2/24 | Motivation and Affect-Classroom Mgmt  Social Skills,  SGA-Lesson Planning Activity | Reading Assign: Chaps 7 & 9 in MS (2 TQ)  Strategy Paper Due |
| 7 | 3/3 | Introduce Cooperative Learning  Planning considerations: cognitive/social  Inclusion | Reading Assign:  Chap 8 in MS (1 TQ)  2nd LP Due |
| 8 | 3/10 | \*\*\*\*\*Spring Break\*\*\*\*\* |  |
| 9 | 3/17 | Peer tutoring: Class wide peer tutoring in reading  TGT and STAD (Slavin)  Cooperative Learning considerations for inclusion  SGA-Using Lesson Plans | Reading Assign: Kroeger Article  3rd LP Due |
| 10 | 3/24 | Introduce Reading: Phonology, Decoding, Fluency and Comprehension Inst  VAKT and Cognitive Reading Strategies  Video: National Reading Panel Research Report  1st Peer Review of Research/Application Paper | Reading Assign: Chap 13 in MS (1 TQ)  \*Draft of Research  Application Paper  (Bring hard copy to class) |
| 11 | 3/31 | Reading: Elementary Texts  Oral and Written Language  Writing Process: Process Steps, Graphic Organizers, Peer Review/Editing | Reading Assign: Konrad Article (1 TQ)  Review Websites (notes)  4th LP Due |
| 12 | 4/7 | Math Instruction, Concepts, Using Manipulatives  SGA-Math Lessons | Reading Assign: Chap 14 (1 TQ)  5th LP Due |
| 13 | 4/14 | Science and Social Studies  Video: Learn & Live (cooperative learning on science segment)  2nd Peer Review of Research/Application Paper | Reading Assign: Chap 15 (1TQ)  \*Draft of Research  Application Paper  (Bring hard copy to class) |
| 14 | 4/21 | Test Taking and Study Skills Instruction  Using Games: Review, Competition, Practical Matters  SGA-“You Be the Teacher” |  |
| 15 | 4/29 | Presentations | Last Class  Poster Presentations  Final Papers Due |

**Thought Questions**

Purpose: The purpose of this assignment is to ensure that students have read the assigned materials and to encourage consideration of the material as potential special education teachers. At the beginning of each class, students will be instructed to share their questions in a “pair/share” format. They will then be turned in for grading.

Instructions: After reading each week’s assigned reading, the students will compose 1 question per chapter or article. (In the reading that is more than 1 chapter, 2 TQ’s will be composed.) These questions relate to the material read and demonstrate thoughtful consideration of the issues/concerns as related to teaching in special education. Each question should include a sentence or two of the context/background leading up to the actual question. Overall, 1 questions (total) should not exceed 1 page.

Each Thought Question (TQ) assignment is worth 5 points.

Example:

Mastropieri and Scruggs Chapter 7

*This chapter is titled classroom management and I understand why having well-behaved students makes instruction easier. In the section that discusses rewards, punishment, and managing behavior the authors suggest “ignoring” disruptive behavior or off task behaviors. I have tried this in my fourth grade classroom by focusing attention on the students who are on task by complimenting them. The other students’ behavior continues to be off task and sometimes gets louder. Ignoring doesn’t seem to work. What should I do?*

Mastropieri and Scruggs Chapter 8

*This section provides lots of information on how to use different cooperative learning strategies. It discusses snowball, think/pair/share and jigsaw. I tried to use the think/pair/share with my 3rd grade class during a science lesson. Most of the groups did a nice job with sharing the lab results, but two groups kept discussing the results from American Idol. They would not focus on the science lesson. Should I change the students in the pairs? If so, how often?*

**Lesson Planning Assignments**

Purpose: The purpose of this assignment is for students to apply concepts and strategies discussed in the course to creating lesson plans. Well-designed lesson plans are a foundation of good instruction and provide an opportunity for students to demonstrate how they will incorporate appropriate instructional strategies in future teaching.

Instructions: There will be a total of 5 lesson plans created and submitted for review. Each lesson plan will have specific criteria or subject matter that must be addressed. The following is a list of the lesson plans and what they should address:

* Lesson Plan 1-Reading/Writing/Language Arts Lesson

Must include a writing activity and vocabulary activity

Due Date: 2/17

* Lesson Plan 2- Math

Must include the use of manipulatives and multiple modalities

Due Date: 3/3

* Lesson Pan 3-Social Studies

Must include a cooperative learning activity

Due Date: 3/17

* Lesson Plan 4-Science

Must include a graphic organizer and a mnemonic activity

Due Date: 3/31

* Lesson Plan 5-Study Skills

Must include a SOL warm up (test taking prep)

Due Date: 4/7

While each of the lesson plans has specific requirements, creativity is encouraged. You can also provide test taking or study skills within any of the lessons. You may also use cooperative learning activities in any of the lessons.

Important: You must use the approved lesson plan templates which are located on blackboard under the assignments button and folder labeled “Lesson Plan.” Please note that there is a general lesson plan organizer and one for cooperative learning. You may use either one, but are required to use the cooperative learning plan for the social studies lesson.

Evaluation: Each lesson plan is worth 20 points. Lesson plans are due at the beginning of the class period and points will be deducted for late lesson plans. The entire template must be completed. Lesson Plans will be judged on the following:

* SOL stated and written out (instruction must address SOL)
* Class and Number of Students completed
* Rationale of Instruction stated. Please note any accommodations/modifications needed for special needs learners.
* Lesson Objectives (must be stated in SWBAT terms appropriately)
* Evaluation stated with rubrics attached. Must clearly state how you will know that the learners have learned what was being taught
* Instructional Sequence stated and appropriate to objectives of lesson. Should engage the learners.
* Resources/Materials must be listed and may include technology.
* Reflections stated. Please consider any things you might want to know after you have taught the lesson. Since these lessons will likely not be taught, this is to make sure that you have thought about what you might want to change or list any concerns you have about the instruction.

Other Information: You will be required to access the VA Department of Education website to identify appropriate VA Standards of Learning (SOL). This website is listed on the blackboard site under the Resources button.

Lesson plans will be shared in class during small group discussions. Please make sure to attach any rubrics or worksheets to the plan when submitting it for grading.

**Strategy Paper Assignment**

**CEC Standard 4**

**\*\*Required Artifact for Portfolio**

Purpose: The purpose of this assignment is for students to demonstrate their knowledge, understanding, and appropriate applicability of specific instructional strategies/methods in special education. This paper will also provide evidence of competency for CEC Standard 4.

Overview: Select an intervention research article from a professional journal (e.g., *Learning Disabilities Research and Practice*, *Behavioral Disorders*, *Education and Treatment of Mental Retardation and Developmental Disabilities*). Prepare a written description of that research with a special emphasis on the strategies that were implemented, the materials employed during the research and the study’s findings.

**Specific Directions for Preparing the Strategy Assignment**

1. Select an intervention research article and bring it in to be approved unless you have selected one form the electronic reserves at GMU. (You may see your instructor for assistance in selecting an article.) Your research article must be approved prior to beginning your assignment.

2. Read the article thoroughly. As you read the article think about the following: Try to describe carefully the interventions that were implemented in the study. There may be several interventions being compared within a single study, so be sure to try to describe the differences among the instructional conditions. Try to describe the results of the study. Which instructional condition worked best? Also, try to remember the types of students that participated in the study. For example, were the participants elementary aged students with emotional disturbances (ED) or with mental retardation (MR) or with physical disabilities (PD) or with autism?

3. Include a summary using the following format:

1. Citation of article (use APA format) as in the following example

EXAMPLE:

Malone, L. D., & Mastropieri, M. A. (1992). Reading comprehension instruction: Summarization and self-monitoring training for students with learning disabilities. *Exceptional Children*, *58*, 270-279.

2. Provide a written summary of the research article. Do not simply copy the abstract, but write in your own words what was undertaken in the study. Below is a very brief sample – your summary will probably be one to two pages double spaced.

EXAMPLE:

Malone and Mastropieri (1992) compared the effects of three reading comprehension strategies on the performance of 45 middle school students with learning disabilities. The three reading comprehension strategies were: (a) a summarization strategy, (b) a summarization strategy plus self-monitoring, and (c) tradition instructional procedures. All students were pre and posttested on the types of strategies that they typically use for reading comprehension, and questioned about the strategies they were using during the second day of training. All students were also post tested using reading materials similar to those used during training, which were narrative passages, and on social studies passages, or expository prose passages. Results indicated that students who were trained to use the summarization strategies outperformed students who used the traditional instructional procedures on all measures. In addition, students who were trained in the self-monitoring plus summarization strategy outperformed those students in the summarization alone strategy on the transfer measure that used social studies passages.

3. Provide a detailed description of the instruction that occurred during each type of intervention implemented.

EXAMPLE:

All Conditions

All conditions received two days of training and one day of testing and all students were seen individually for instruction.

Summarization Condition

Students in this condition were taught to ask themselves two questions after reading text: (1) Who or what is this paragraph about? and (2) What is happening to them? Students were also taught that a summary sentence "tells what the whole passage is about in a few words" (p.273). Students were taught to use their answers from the two questions to write their summary sentences on blank lines that had been inserted in between paragraphs. Instruction and practice was provided using this procedure for two days.

Summarization Plus Self-Monitoring Condition

Students in this condition were taught the exact same strategy as those in the summarization condition, but also taught to use a self-monitoring strategy as well. After students were taught the summarization strategy on day one, they were taught to use a self-monitoring card to help them to remember to implement the steps of the summarization strategy. For example, students were taught to place a check mark on a card that listed each strategy step as each step was completed. The card contained the questions:

"Who or what is the passage about?"

"What is happening to them?"

Students were required to check-off steps on the monitoring cards as they completed steps. Day two students received review on the procedures from day one and continued to practice using the strategies.

Traditional Instruction Condition

Students in this condition previewed stories and practiced vocabulary words identified by the publisher. Then they read the passages and answered questions about the passages throughout the two day training sessions. *Note – this section will vary according to the design used in your particular study. Contact the instructor if you have any questions concerning how to adapt this format to the design employed in your study.*

4. Write an evaluation of the instruction conditions and indicate according to the authors, which instructional condition worked best? In addition, answer the following questions in your evaluation section:

Describe how you could adapt the strategies to go up and/or down in grade/age and ability levels. For example, if the study was implemented with students with LD from an elementary level, could you adapt the strategy for students with ED and still maintain the effectiveness? How could you adapt the strategies to accommodate students from various cultural and linguistic backgrounds?

Describe whether or not you like this strategy personally and provide a rationale for your professional opinion. Use your judgment based upon class discussions, readings, and experiences.

5. Describe sample instructional materials that would be necessary to use if you were going to implement this strategy with your students.

6. Hand in a typed copy of your evaluation and a copy of the original research article.

**This paper is worth 100 points total.** The following is how the paper will be graded:

Summary of the Article 20 Points

* Citation of Article
* Summary/Abstract of Article (in own words)
* Contains Key Components (Strategies, Method, Findings)

Description of the Instruction 25 Points

* Each Method/Strategy Described
* Conditions/Treatment Described

Evaluation of the Instruction 30 Points

* Description of Findings/Effectiveness
* Description of grade/level
* Personal Evaluation of strategy/method

APA style 10 Points

Spelling/Grammar 5 Points

Clarity 10 Points

* Professional Language Use
* Well-written, Quality of writing

**Scoring Criteria**:

**Exemplary paper** (90-100 points): Appropriate research article, abstract clearly describes project and is originally written, interventions are clearly described and thoroughly understood, thorough and appropriate discussion of implications of findings, discussion of how interventions may be accommodated for students, implications of this intervention for student. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

**Adequate paper** (80-89 points): Good overall paper, lacking in one or two of the criteria. Not entirely reflective or thoughtful, or minor writing style errors may be present.

**Marginal paper** (70-79): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style.

**Inadequate paper** (60--69): Paper with substantial problems in important areas such as writing, description of interventions, overall thoughtfulness.

**Unacceptable/no paper:** (0-59 points): Paper not relevant to the assignment or no paper turned in at all. May describe an article of no value or relevance, or that was not approved for this assignment.

Scoring:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Exemplary paper | Adequate paper | Marginal paper | Inadequate paper | Unacceptable/no paper |
| 90-100 | 80-89 | 70-79 | 60-69 | 0-59 |

**Poster Presentation Assignment**

**Project Application or Research Paper**

Purpose: The purpose of this assignment is for students to prepare and present a “poster” session of an instructional strategy that was either implemented in an Application Paper or researched in the Research Paper. This is also an opportunity for students to practice their platform presentation skills.

Overview: The presentation provides an opportunity to share your Research paper or Application project with your classmates. It should also be an evaluation of the strategy’s effectiveness/usefulness in a classroom setting. Creativity is encouraged in your presentation.

Schedule: Each presentation will have an assigned time. If you miss your presentation time, a make up will only be allowed if there is sufficient time.

Presentation: Note: All class members are expected to be good audience members (no talking during presentations, participating in presentation as appropriate, staying until everyone has finished their presentation, etc.) The instructor reserves the right to deduct points from the final presentation for failure to observe these guidelines.

Directions:

1. Be prepared to present a no more than 10-minute oral summary of your written paper.

2. Prepare a poster board to use in your presentation.

3. Be prepared to explain clearly what you did.

4. Prepare a one-page summary for classmates or a handout that they could use in their own teaching.

5. Hand in 1 copy of your presentation materials.

This presentation is worth 80 points.

* Content 25 points
* Sequence of Presentation 5 points
* Speaking/Presentation Style( (Poise) 10 points
* Engagement of the Audience 10 points
* Visual Elements (posters, overheads) 10 points
* Quality of Handouts 5 points
* Overall Impression of Presentation 15 points

Points will be deducted for exceeding the time limit (5 points per minute)

**Scoring Criteria for Presentation:**

**Exemplary response:** (75-80 points): Keeps within the time limits; Demonstrates knowledge of research topic and is able to effectively convey information to audience; reflects poise, clarity, knowledge and enthusiasm; effective use of handouts, overheads, prepared materials; keeps the audience engaged

**Adequate presentation**: (65-74 points): Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less prepared or somewhat unclear in understanding of topic.

**Marginal presentation** (55-64 points): Presentation provides relevant information, but demonstrates a limited understanding of topic or project. Style, handouts, or visual may be less than adequate.

**Inadequate presentation** (45-54 points): Weak overall presentation that reflects very little knowledge of topic or project. Appears poorly prepared or has not followed directions. Handouts or visual aids are lacking.

**Unacceptable:** (0-44 points): No presentation or completely unsatisfactory presentation with no relevance to assignment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Exemplary presentation | Adequate presentation | Marginal presentation | Inadequate presentation | Unacceptable/no presentation |
| 75-80 | 65-74 | 55-64 | 45-54 | 0-44 |

**Application Project or Research Paper Assignment**

**CEC Standard 4 and Standard 7**

**\*\*Required Artifact for Portfolio**

## Application Project or Research Paper Option

Option 1: Use the strategy from the strategy assignment. Implement this intervention in your own class and describe the results. Your paper should describe the *participants* (students), *method* (including *materials* and *procedures*), and *results* (e.g., results of pre-post testing and student opinion survey). You need not replicate exactly the conditions of the article, but include copies of the materials you designed to implement the project. Paper should be 10-15 pages in length. This option is appropriate for a classroom teacher who can determine the effectiveness of a specific strategy with their students. Please make sure to allow sufficient time for data collection. This option will be referred to as the *“Application Paper.” Please note that there is a specific rubric included for this paper under the assignments button on blackboard.*

Option 2: Choose a curriculum and strategies area relevant to elementary level and write a paper describing interventions involving students with learning or behavioral disorders. The paper must include 15 references, 10 of which must provide original empirical data. The paper should include *Introduction*, *Description of Studies*, *Summary*, *Conclusions*, *and Implications for Practice*. Paper should be 10-15 pages in length. This option should be considered by anyone who is not currently a classroom teacher. This option will be referred to as the *“Research Paper.” Please note that there is a specific rubric included for this paper under the assignments button on blackboard.*

Purpose: The application project is designed to provide experience in designing, implementing, and evaluating a project with students with disabilities in your class or with other teachers in your school. It is recommended that you continue with the strategy that you identified in Part 1 of the semester. Be sure to have your topic and design approved by class instructor before beginning to implement to assist you with the design components.

Directions: A final hard copy of the paper should be submitted for grading on the last night of class. The completed paper (with tables, graphs) should be uploaded to Taskstream within 1 week of finishing the course.

Presentation: Please see handout on Poster Presentation for complete details.

Paper Format-Application Project:

**1. Questions of the Application Project:**

Sample question: Does teaching using an activities-based approach to instruction facilitate learning and attitudes toward school and learning more than using a textbook approach with students classified as learning disabled (LD) and emotionally disturbed (ED) or mentally retarded (MR)? Or does providing homework assistance teams facilitate the inclusion and school success of a seventh grade student with autism?

**2. Design of the Project:** This section will vary based upon your project. All projects will need to collect some baseline or pretest data prior to implementing the intervention and some post intervention data in order to be able to evaluate the "success" of your project.

Sample design:

Two groups of students with LD and ED will participate in the instruction. One group will be taught information using the activities-oriented approach and the other group will be taught the same information using the textbook approach. Time-on-task will be held equivalent across the teaching methods and all students will be given the same pre- and post- tests.

**3. Method:** In this section you will have several subheadings under which you provide detailed information about what was done, with a description of the target students, including the tests or measures you used to determine whether or not the intervention was effective.

**a. Participants:** ***DO NOT use any student names*, however, provide a brief description of the class, school, and students.** For example: This project was undertaken in a fourth grade social studies classroom consisting of 28 students from an average socio-economic background. Three of the students were classified as having learning disabilities and one of the students was classified as having mild mental retardation.

**b. Materials:** Carefully describe all of the instructional materials, adaptations, and accommodations that were used in your project. Attach copies of the precise materials used in each teaching condition, including any teacher materials and student materials.

**c. Testing materials:** Carefully describe all of the testing materials that were used. Include copies of the pretest, and all posttests. Remember these measures will be used to describe whether or not your methods were "EFFECTIVE." Append copies of the students' completed measures. You may want to include a pretest of content, a posttest of content, and you may want to include a measure of student involvement during class (e.g., audio or videotape students doing activities and text activities and compute engaged time on task).

**d. Procedure:** Carefully describe in a step by step fashion what you did during your intervention. Be sure to describe how you incorporated the teacher effectiveness variables and modifications for the students with disabilities. Use the subheadings to describe procedures . Use the subheadings (for example) **Activities Method** or **Textbook Method** to describe what was specific to those instructional conditions.

**e. Testing procedures:** Describe how the tests were administered. For example, were directions read aloud to the class and students worked independently, or were students given the exams individually, etc.

**f. Scoring procedures:** Describe how the tests were scored. For example, if tests consisted of multiple choice items, scoring is usually straight forward, however, if short answer items were used, then what was the scoring criteria? Was partial credit given, if so, explain how those decisions were made. Also, if you were attempting to score an active participation score during instruction, how was that assessed?

**4. Results:** Describe the all of the testing results. You can present individual scores and then compute a column average (include all individual scores) and report ranges.

**5. Discussion:** Provide a discussion of your findings. The first few sentences can provide summary accounts of the findings. For example, the addition of a self-monitoring sheet for increasing attention improved dramatically the attention and academic performance of my students with MR and ED during math, but not during reading. For another example, the activity-approach appeared to work best with students classified as LD and SED, but not those with mental retardation, as all students with LD and SED scored higher in method A, whereas, students with mental retardation performed similarly in both methods.

Provide some insights as to why you might have obtained the findings. Provide a summary paragraph describing what you learned from the application project and how you could implement projects like this in your teaching to determine which methods work best with your students.

**Note:**  APA style must be used and the quality of the writing (spelling, grammar, professional language) will also be graded**.**

This Application project/Research paper is worth **200 points.** Please see the grading rubric for complete details. Please note that each paper has a separate scoring rubric that can be found on blackboard under the assignments button.

**Scoring Criteria**:

**Exemplary paper** (180-200 points): Appropriate topic, identifies questions for the study, clearly describes design, methods (participants, setting, materials, procedures, and results, appropriate discussion of implications of findings, discussion of how interventions may be accommodated for students, implications of this intervention for student. Paper is reflective and demonstrates a thorough understanding of the research method. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

**Adequate paper** (160-179 points): Good overall paper, lacking in one or two of the criteria. Not entirely reflective or thoughtful, or minor writing style errors may be present.

**Marginal paper** (140-159): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style.

**Inadequate paper** (120-139): Paper with substantial problems in important areas such as writing, description of interventions, overall thoughtfulness.

**Unacceptable/no paper:** (0-119 points): Paper not relevant to the assignment or no paper turned in at all. May describe an article of no value or relevance, or that was not approved for this assignment.

Scoring:

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| --- | --- | --- | --- | --- |
| Exemplary paper | Adequate paper | Marginal paper | Inadequate paper | Unacceptable/no paper |
| 180-200 | 160-179 | 140-159 | 120-139 | 0-119 |