



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

**EDSE 628-5S1: Elementary Reading, Curriculum, and Strategies for Students who Access the General Education Curriculum**

**CRN: 72583, 3 - Credit(s)**

**Fall 2012**

<b>Instructor:</b> Dr. Kelley Regan	<b>Meeting Dates:</b> 08/27/12 - 12/19/12
<b>Phone:</b> 703-993-9858	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> kregan@gmu.edu	<b>Meeting Times:</b> 4:30pm - 7:10pm
<b>Office Hours:</b> by appointment Finley Rm. 213	<b>Meeting Location:</b> KA 103

**Course Description:**

Applies research on instructional approaches, in elementary curriculum for individuals with disabilities accessing general education curriculums. Includes curriculum/instructional strategies in reading, language arts, mathematics, science, social studies, cognitive strategies, study skills, attention/memory, and peer-mediated instruction.

**Prerequisite(s):** None.

**Advising Contact Information:**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

**Nature of Course Delivery:**

Learning activities include the following:

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

**Field Experience Requirement:**

A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Specialist, Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link <http://cehd.gmu.edu/endorse/ferf> at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

**Learner Outcomes:**

Upon completion of this course, students will be able to

- describe elementary level intervention research and the associated issues in intervention research as applied to individuals with mild disabilities;
- identify and describe elementary level evidence-based curriculum and strategies for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities;
- identify and describe elementary level evidence-based cognitive strategies in self-regulation and metacognition, study skills, attention, memory, and motivation for individuals with mild disabilities;
- identify and describe elementary level evidence-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
- develop and plan curriculum instruction inclusive of effective evidence-based strategies that correspond with the Virginia Standards of Learning.
- implement an evidence-based strategy in one of the following areas: reading, language arts, math, science, social studies, mediation, peer tutoring, or cooperative learning.

**Required Textbooks:**

Mastropieri, M. A., & Scruggs, T. E. (2010). The Inclusive Classroom: Strategies for

Effective Differentiated Instruction. (4th Ed.) Upper Saddle River, NJ: Pearson.

**Recommended Textbooks:**

None

**Required Materials:**

<http://mymason.gmu.edu>

Log on to this site to obtain the syllabus, prepare for course lectures with Power Points and supplemental information, check class assignments, review the assignments, and observe the course documents. Please check this site weekly for updates/announcements!!!

### **Additional Readings:**

Forness, S. R. (2001). Special Education and Related Services: What have we learned from meta-analysis? *Exceptionality*, 9 (4), 185-197.

### **Course's Relationship to Program Goals and Professional Organizations:**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:  
<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> The CEC standards that will be addressed in this class include Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, and Standard 7: Instructional Planning. \*NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

### **Policies (Attendance and Late Work Policies):**

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 and double spaced, written using APA format, reviewed for spelling/grammar, **proofread**)
- Demonstrate respect and consideration for all individuals in our community of learners
- Participate meaningfully
- **Late Assignment Policy:** All assignments must be submitted on or before the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.**

## **ASSIGNMENTS**

### **1. Participation / Attendance (28 Points)**

Class attendance and participation is demonstrated by attending class and being psychologically available to learn, completing and handing in weekly class assignments, and participating in class discussions/activities throughout the semester. Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Points are positively impacted by thoughtful contributions made in class, listening to the ideas of other peers, respectively, and demonstrating an enthusiasm for learning. Also, please display digital etiquette during class sessions. Use of laptops may be used to observe the class PowerPoints/materials specifically.

Each class (14 sessions; points earned if assigned tasks are completed): .5 = prompt; .5 = psychologically invested, prepared, and present; 1.0 = participation, thoughtful contributions, completed in-class assignments). (2 points possible per class session)

**(Each of the assignments below will be elaborated in class sessions)**

### **2. Strategy Application Project (40 pts., paper): Required Common Assessment**

There are two parts to the strategy assignment. The first part is the written component; the second part is the presentation component. Directions for the written component are provided first, followed by the directions for the presentation component.

**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, etc.) and have it approved. The focus of the article must include support for an elementary level research-based strategy for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities; **or** the focus must be on cognitive strategies in self-regulation and metacognition, study skills, attention, memory, or motivation for individuals with mild disabilities. Please see instructor for assistance in selecting an article and you must select your article by the third class. The important part is that your research article must be approved prior to beginning your assignment. You need to email or physically show the instructor the article citation and full description foremost.

**Read the article thoroughly.** As you read the article, think about the following: Try to describe carefully the intervention (s) that was 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 participant's elementary aged students with emotional disturbances (ED), with learning disabilities (LD), with physical disabilities (PD), or with autism?

- Implement this intervention in your own class or that of another teacher and describe the results.** Your paper should describe what was done in your classroom. Describe the *participants* (students; ***DO NOT use any student names, however, provide a brief description of the class, school, and students.***), *method* (including *materials* and *procedures*), and *results* (e.g., results of pre-post testing, observations, and student opinion survey). You need not replicate exactly the conditions of the article, but you may include similar or modified materials from the article in order to implement the project.

The paper is estimated to be about 8-10 pages in length, not including any appendices.

### **There are FIVE Components of the Strategy Application Project**

- 1. Cite** the article. For the citation of the article use APA format. (**5 points**)

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 attempt to rewrite in your own words what was undertaken in the study. Your summary will probably be one to two pages double-spaced. (**10 points**)
- 3. The Intervention/Strategy** as used in the original article should be described first in detail here with any and all **MATERIALS** described!! Then...lead into a detailed **description of the PROCEDURES/METHODS (instruction/intervention)** that occurred during YOUR application of the strategy. Please make note as to how you amended the procedures/materials/or other from the article you selected. For example, perhaps there were multiple components of the original intervention/strategy, but you modified a component or selected only a few steps of the strategy (**10 points**).

**Please Note:** the above section will vary according to the design used in your particular study. Contact me if you have any questions concerning how to adapt this format to the design employed in your study.

- 4. Describe all of your RESULTS** and provide a discussion of your findings. The first few sentences can provide summary accounts of your findings. You should present your findings in comparison to the results found in the original article. (**10 points**)
- 5. Then, EVALUATE** and provide some insights as to why you might have obtained the findings. 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 points)**

### **3. Strategy Application Project Presentation (10 points)**

Be prepared to present a 10-minute oral summary of your project to a small group of your peers and to answer any questions.

0      1      2

Prepare 5-7 slides (PowerPoint) which clearly detail the major points of your project – please post your PowerPoint on BB before 4:30 class time on due date (a sample will be provided in class)

0      1      2

Print out ONE hard copy of your PPT slides for presenting an organized visual poster presentation (to turn into instructor)

0      1      2

Prepare materials to have on-hand in your presentation which support the explanation and/or poster itself (e.g., pictures of a student w/ the materials used, picture of the intervention materials, the materials themselves, demonstration, etc.)

0      1      2

Prepare a one-page handout to distribute to the audience who views your presentation. (simulating a professional conference w/ individuals circulating and learning about a variety of projects)

0      1      2

### **4. Prepare an example of a completed Learning Visual/VAKT tool (8 points)**

Prepare a VAKT tool (Visual, Auditory, Kinesthetic, and Tactile) (ex., semantic feature analysis map, concept map, diagram, graphic or semantic organizer, visual representation, visual-spatial display, etc.) to assist students in learning concepts & vocabulary associated with SOLs in Science or Social Studies. With the learning visual example, identify and write out the SOL to which it relates (e.g., Science: Living Systems 5.5, The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concept: vertebrates and invertebrates). Be sure to give the visual a title/name.

*(Note: this assignment is not in support of any specific learning ‘theory’, but the purpose is to recognize that by using visual supports/kinesthetic movement/ tactile manipulatives in the classroom, student attention, memory, and engagement is more likely).*

Effective visual of tool shown (neatness, completed sample)      0    .5    1    1.5    2

Clearly supports the concepts/vocabulary of science/S.S. content      0    .5    1    1.5    2

Preparation Evident (materials, explanation)      0    .5    1    1.5    2

Creativity/Originality 0 .5 1 1.5 2

5. **With a partner or a group (maximum of 4 in group) (20 points)** prepare *a lesson plan* (English/math) that follows The Active Teaching Model demonstrated in class as well as additional components of effective teaching to be reviewed in class. The plan should address specific well-defined skills from the Commonwealth of Virginia's Elementary (Grades 1-8) SOLs in English or Mathematics. The lesson should be well planned and typed in order to be turned in to the instructor.

Requirement	Possible Points	My Points
Participation / Attendance / Class assignments	28	
Written Strategy Application Project **common assessment	40	
Presentation of Strategy Application Project	10	
Learning Visual/VAKT tool to Create and Present (Science/Social Studies)	8	
3 chapter reading in-class quizzes and 1 module quiz (3 points each)	12	
Lesson Plan ACTIVITY: Identifying components	10	
Group Lesson Plan (English or Math)	20	
Total	128	

## **Grading Scale:**

$$95 - 100\% = A$$

$$90 - 94\% = A-$$

80 - 89% = B

$$70 - 79\% = C$$

<70% = F

## **Evidence-Based Practices:**

This course will incorporate the evidence-based practices (EBPs) relevant to elementary curriculum learning strategies, constructing effective lessons, designing instructional procedures. These EBPs are indicated with an asterisk (\*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

## Schedule:

<b>Class</b>	<b>Topic</b>	<b>Before the Next class, I need to:</b>	<b>My notes....</b>
Class 1; 8/29	REVIEW SYLLABUS, TEXT, and BLACKBOARD Overview of Expectations/Assignments;  Pre-test <b>Writing Assignment:</b> <i>What is a Strategy?</i> <i>What makes a strategy an evidence-based practice?</i> Identifying a Research-based intervention/strategy	Read Chapter 6 (Effective Instruction for All Students)  Read article (on BB) in consideration of writing assignment: Forness, S. R. (2001). Special Education and Related Services: What have we learned from meta-analysis? <i>Exceptionality</i> , 9 (4), 185-197.	
Class 2; 9/5	* Sign up for Learning Visual/VAKT tool (Learning Theory You Tube clip)  Effective instruction for all students...Looks Like? EBPs Components of an Effective Lesson Teaching Objectives Methods & Strategies  * VAKT/Learning Visual Tools Modeled	Find research article with strategy investigated for signature assignment	
Class 3; 9/12	Evaluations/Assessments *Cooperative Learning Methods  Peer tutoring* and cooperative learning* strategies demonstrated as language experience charts and literature circles  * VAKT/Learning Visual Tools Modeled	Find research article with strategy investigated for <i>signature assignment</i> and bring in (or send electronically) for approval on or by <u>Class 4, 9/21</u> .  Read Chapter 9 (Motivation & Affect)  <b>Prepare for in-class quiz on Chp. 9 reading</b>  Bring in (or ready to share) ONE tool you incorporate to improve student motivation and affect	
Class 4; 9/19	Share your tool of motivation/affect!! (Quiz on Chapter 9)  Identify elements of a positive and motivating learning environment (videos)  Goal Setting*; Self-monitoring*; Opportunities to Respond (OTR)*; Response Cards; Feedback*  <b>Learning Visual/VAKT tool Share</b>	Read Chapter 10 (Attention and Memory)  Review Sample Sally's Lesson Plan and Identify the components. <b>(10 point activity to complete and bring to class 6; Due Class 6)</b>	
Class 5; 9/26	Attention and Memory; Test your memory <ul style="list-style-type: none"><li>• Meta-cognition* demo</li><li>• Think Aloud</li><li>• Mnemonics*</li></ul> Group Project (Lesson Plan)Time  <b>Learning Visual/VAKT tool Share</b>	Remember Sample Sally's Lesson Plan Activity is <b>Due Class 6</b>	
Class 6; 10/3	<b>Filler class – Check in</b> <b>Group project (lesson plan) time</b> <b>IRIS module how-to</b>  <b>Learning Visual/VAKT tool Share</b>		

Class 7; 10/10  ON-LINE  No face to-face meeting	<p><a href="http://iris.peabody.vanderbilt.edu/index.html">http://iris.peabody.vanderbilt.edu/index.html</a></p> <p><b>PALS*</b> – a research validated strategy</p> <ol style="list-style-type: none"> <li>1. Complete Module study from IRIS website. Under Learning Strategies: <b>PALS</b> (select one of the three options relevant for your grade level of interest)</li> <li>2. You may Take NOTES</li> <li>3. You will receive a short assessment in Class 8 regarding your module experience (worth 3 points)</li> </ol>	Read over Chapter 8 (Promoting Inclusion with Classroom Peers)  Prepare for an <b>in-class quiz</b> on Chapter 8 reading and quiz on module experience	
Class 8; 10/17	Assessing student learning; accom./modifications Review of Running Records, miscue analysis* Curriculum-Based Assessments* (CBA) Group Project (Lesson Plan)Time  <b>Learning Visual/VAKT tool Share</b>	Read Chapter 13 (Language Arts)  Prepare for <b>in-Class Quiz</b> on Chapter 13 Reading	
Class 9; 10/24	LITERACY Part I: Decoding, Fluency, and Comprehension - Overview of Five Domains*, Direct Instruction*, reading strategies, Word Sorts; Elkonin Boxes; Group Project (Lesson Plan)Time  <b>Learning Visual/VAKT tool Share</b>	Work on Projects	
Class 10; 10/31	LITERACY Part II: Content Area Instruction, Language, and Writing <ul style="list-style-type: none"> <li>• Read Aloud demo (FQC)</li> <li>• QAR (Question/Answer Relationship) strategy</li> <li>• Teacher language and questioning techniques</li> <li>• Graphic Organizers; Semantic Maps</li> </ul>	<b>Group LESSON PLAN</b> <b>DUE Class 12 at 4:30 (hard copy for instructor)</b>	
Class 11; 11/7  ON-LINE  No official Meeting for Class	<b>November 7th, no face to face class session</b>  “Writing”/Self-Regulated Strategies 1. video segment 2. SRSD* from <a href="http://iris.peabody.vanderbilt.edu/index.html">http://iris.peabody.vanderbilt.edu/index.html</a> 3. Blackboard Discussion entries	<b>Work on Paper; Peer editing exchange as needed</b>  <b>Make postings before 4:30 on 11/16</b>	
Class 12; 11/14	Writing instruction Complex Process of Writing Spelling Instruction Handwriting Instruction/Technology* Cognitive Strategy instruction*  Group Project (Lesson Plan)Time	Work on paper: Implementing strategy, making modifications as needed, collect data	
11/21	<b>THANKSGIVING BREAK - NO CLASS</b>	Work on paper Read Chapter 14	
Class 13; 11/28	Math – principles of math instruction ; NCTM  Math materials and manipulatives Evaluate math materials, effective strategies for	Finalize Paper and Prepare for Poster Presentation	

	teaching math to students with disabilities.		
Class 14; 12/5	<b>Strategy Application Presentations</b>	<b>Paper Due by Wednesday December 5th, 4:30 p.m.</b>	

## **RUBRICS**

### **RUBRIC for Strategy Application Project**

(Please see pages 4-5 of syllabus for point breakdown per required section)

Exemplary paper (38-40 points): Appropriate research article, appropriate strategy selected, methods, and findings shared. Describes how the strategy was implemented (participants, setting, materials, procedures, and results); intervention is clearly described and thoroughly understood; appropriate discussion of findings, and discussion of implications of this intervention for students and how this intervention may be used for future students. Paper is reflective and demonstrates a thorough understanding of the research-based intervention strategy. Good writing style, free of mechanical or stylistic errors, appropriate APA format.

Adequate paper (34-37 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 (31-33): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style.

Inadequate paper (1-30): Paper with substantial problems in important areas such as writing, description of interventions, overall thoughtfulness.

Unacceptable/no paper: (0 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.

<b>Group Lesson Plan Rubric</b>		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Objective(s) <ul style="list-style-type: none"> <li>Includes a clear and accurate learning objective and individual SWBAT objectives are accurately presented</li> </ul>	/2	
Set up <ul style="list-style-type: none"> <li>Lesson includes an agenda, warm-up, and a motivating activity, and behavioral expectations, and materials</li> <li>The components are presented clearly and are given practical relevance to the lesson as a whole.</li> </ul>	/3	
Activity(ies) <ul style="list-style-type: none"> <li>Lesson includes a creative and accurate sequence of direct instruction to include modeling, guided practice, and independent practice.</li> <li>The lesson activities are relevant to the designated learning objective(s).</li> <li>The descriptions clearly outline the role of the student (s) AND the teacher</li> </ul>	/6	
Strategy Incorporation of varying strategies/materials introduced in this course which support student learning ( <b>at least two specific strategies</b> )	/3	
Methods Incorporates a <b>variety</b> of methods in the lesson in order to facilitate the instructional goals in a motivating way	/2	
Assessment and accommodations <ul style="list-style-type: none"> <li>Assessments are relevant to the task demonstrated and identified on the lesson plan.</li> <li>Relevant and special modifications/accommodations are noted.</li> </ul>	/2	
Collaborative Efforts <ul style="list-style-type: none"> <li>Everyone has a clear and important role for the development of the lesson</li> <li>Lesson is clear, creative, and not disjointed.</li> </ul>	/2	
<b>TOTAL</b>	<b>/20</b>	

#### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

- c.* Students are responsible for the content of university communications sent to their George Mason University 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.
- d.* The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e.* Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/Revised 06/25/12>

*For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].*

**Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.