



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

Fall 2016

EDSE 628 624: Elementary Reading, Curriculum, and Strategies for Students who
Access the General Education Curriculum
CRN: 82173, 3 - Credits

Instructor: Dr. Sheryl Asen	Meeting Dates: 09/13/16 - 11/29/16 NOTE: no class 10/4, 10/11, 11/8
Phone: c802-595-9663; o703-993-5448	Meeting Day(s): Tuesday
E-Mail: sasen@gmu.edu	Meeting Time(s): 5:00 pm - 9:30 pm
Office Hours: by appointment	Meeting Location: Fairfax HS C147
<p>"It is not good enough to have a good mind; the main thing is to use it well." ~Rene Descartes</p> <p>"It's not what is poured into a student that counts, but what is planted." -Linda Conway</p> <p>"Setting an example is not the main means of influencing another, it is the only means." -Albert Einstein</p> <p>"In an effective classroom students should not only know what they are doing, they should also know why and how." -Harry Wong</p> <p>"If you have knowledge, let others light their candles at it." -Margaret Fuller</p> <p>"It's not what is poured into a student, but what is planted." - Linda Conway</p> <p>"Teaching is the highest form of understanding." -Aristotle</p> <p><i>Docendo discimus</i>, (Latin "By teaching, we learn.") -Seneca the Younger</p> <p>"Gardens are not made by singing "Oh, how beautiful," and sitting in the shade." -Rudyard Kipling</p>	
<p>The open window for registering with the Clinical Practice Office the student subject for the Strategy Instruction Assignment ends September 30, 2016. https://cehd.gmu.edu/endorse/ferf. It is assumed that cohort candidates will not need placement assistance. For information and assistance on registration contact fieldexp@gmu.edu.</p>	

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.

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

Co-requisite(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. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Advising Tip

Did you know you can evaluate your progress in the program at any time by running a Degree Evaluation in Patriotweb? Step by step instructions are available at <http://registrar.gmu.edu/students/degree-evaluation/>.

Nature of Course Delivery

Candidates:

- Construct knowledge through in class small and large group activities and through course assignments, including independent study and research;
- Reflect on practices, personal skills, and orientations;
- Assess their growth related to course content; and
- Provide constructive feedback to peers.

Interactive and teaming strategies are used to facilitate fulfillment of the outcomes established for the course. Professor and candidate led class experiences and presentations incorporate a variety of formats, which may include whole and small group activities, discussion, demonstration, guest presenters, use of media/technologies, and lecture. The professor at times will use Socratic dialog and problem-solving tools and techniques. Candidates are expected to know and use GMU e-mail for course communication with the professor and other candidates and to use Blackboard for course assignments and sharing.

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. Using assessments to guide learning;
7. Self-guided tutorial;
8. Electronic supplements and activities via Blackboard; and
9. Reflection and self-assessment.

Field Experience Requirement

A Field Experience is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are **REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE**

1. Prior to representing George Mason in off-campus settings, visit this site: <http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.

2. Complete the online field experience registration form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system (Special Education, Assistive Technology, Early Childhood Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PK-3 and Early Childhood Special Education only).

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

✓ I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.

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.

Learner Outcomes

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

1. Describe elementary level intervention research and the associated issues in intervention research as applied to individuals with mild disabilities;
2. 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;
3. 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;
4. Identify and describe elementary level evidence-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
5. Develop and plan curriculum instruction inclusive of effective evidence-based strategies that correspond with the Virginia Standards of Learning.

6. 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

Vaughn, S. & Bos, C. S. (2012). *Strategies for teaching students with learning and behavior problems* (9th ed.). Boston, MA: Allyn & Bacon. ISBN: 9780133570731

Recommended Textbooks

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

- Use of online resource materials from the IRIS Center: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/>
- Use of online resources on Thinking Maps, including <https://www.youtube.com/watch?v=IJFAcVCJxVk>
- Use of online video and resources on Equitable Classroom Practices <http://www.montgomeryschoolsmd.org/departments/development/resources/ecp/>
- Use of online video from Dr. Lydia Soifer: <https://www.youtube.com/watch?v=TzpkRZvdOCw&feature=endscreen> or http://www.youtube.com/watch?v=TzpkRZvdOCw&feature=youtube_gdata
- Use of online video from Dr. Daniel Siegel: <http://www.youtube.com/watch?v=Nu7wEr8AnHw>
- Use of the Florida Department of Education document “Classroom Cognitive and Meta-Cognitive Strategies for Teachers”:
http://floridarti.usf.edu/resources/topic/academic_support/kops/class_strategies.pdf
- Candidate identified articles from education journals that summarize evidence-based or scientifically-based practices.
- Additional required resources are assigned as necessary per professor discretion.

Additional Resources and Additional Readings

- The course Blackboard site Course Content folder contains a folder of Additional Resources to support course subject matter. Included in this folder are articles that discuss how self-assessment and reflection assist learners in content mastery. These two strategies are used throughout the course to promote EDSE 628 candidate learning.
- For assistance finding research on strategies in professional publications contact:
 - Ms. Jackie Peterson, KIHD Librarian: jpetersk@gmu.edu, 703-993-3672, GMU Fairfax campus Finley Hall room 116. Ms. Peterson also can assist in finding appropriate curriculum materials, other program resources, DVDs, etc. that are in the Kellar collection.
 - Anne Driscoll, Reference Librarian, Fenwick Library: adriscos2@gmu.edu, 703-993-3715, GMU Fairfax campus Fenwick Library room A244.
- For information on preparing presentations, see on Bb the guide, “Tips for Conducting Professional Development Presentations Asen and Glassnagel December 2015”.

- For further information on effective presentations and tips, go to:
<http://seggleston.com/1/business/key-steps>
<http://go.owu.edu/~dapeople/ggpresnt.html>
<http://www.auburn.edu/~burnsma/oralpres.html>
<http://www.effectivemeetings.com/presenting/delivery/taboo.asp>
http://www.presentationmagazine.com/Essential_Presentation_skills.htm
http://www.timetomarket.co.uk/presentation-skills-tips_November.htm
<http://trainingtoday.blr.com/employee-training-resources/How-Conduct-Effective-Training-Session>
- For information on effective use of slideshow/PowerPoint presentations, go to:
<http://mason.gmu.edu/~montecin/powerpoint.html>
<http://wmich.edu/writing/readability>
<http://www.garreynolds.com/preso-tips/design/>
http://www.ellenfinkelstein.com/powerpoint_tips.html
<http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm>
<http://depts.washington.edu/cidrweb/OLD/Bulletin/PowerPoint.html>
http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips2.htm
http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips.htm
<http://www.cis.tcu.edu/pages/media-production/graphics-production/PPT-Hints.pdf>
- Recommended books on educational presentations:
 - Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn*. Alexandria, VA: ASCD.
 - Garmston, R. (2005). *The Presenter's Fieldbook: A Practical Guide*. Norwood, MA: Christopher-Gordon.
- The professor may assign additional readings.

Course Relationships 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 that will be addressed in this class include Standard 2: Learning environments; Standard 5: Instructional planning and strategies.

GMU Policies and Resources for Students:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [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. [See <http://cehd.gmu.edu/values/>]

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

Course Policies & Expectations

Attendance.

- Candidates register for cohort classes with an understanding about the compacted semester time frame, the extended time frame for class sessions, and that all work is to be completed within the cohort semester. Candidates also register for cohort classes with the understanding that these are graduate level courses, not school division professional development, and appropriate standards and rigor are applied to the course requirements. Candidates who are unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.
- Candidates, to receive participation credit for a class session, are expected to be in attendance, exhibit professional dispositions, and ***come to class fully prepared (all assignments completed)***

and submitted). Attendance includes:

- (a) Arriving on time, including back from break(s),
- (b) Being present in the classroom/activity area for the full duration of the class time,
- (c) Participating in all class activities (face-to-face and outside of class, including by electronic means),
- (d) Having on hand all materials required for the class session as per course assignments and the syllabus, and
- (e) Demonstrating professional behavior. The George Mason University College of Education and Human Development Professional Dispositions serve as a minimum standard (<http://cehd.gmu.edu/teacher/professional-disposition>).

• Class starts promptly at 5:00 p.m. and ends at 9:30 p.m. as per the clock on the classroom wall (which may differ from your time piece) or as per the professor. It will not be considered disruptive or disrespectful to leave at 9:30 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.

• Candidates are expected to attend all class sessions for the full amount of class time to receive full participation credit. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a graduate candidate.

(a) Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. Please do not request permission to miss a class—you must make your own decision.

(b) Candidates who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions/clarifications/explanation, and assignments due as if in attendance and as outlined in the course syllabus. It is your responsibility to arrange with another candidate for collection of materials and to promptly obtain and discuss with cohort colleagues class notes, handouts, lecture details, explanations of content and procedures/assignments, etc. The professor does not provide tutorials for missed class sessions.

(c) All candidates are **granted one full or partial class session absence**; however, all work still is due on Blackboard according to the course calendar—please bring your printed copies to class the next week. Class session participation points are not awarded for absence—that is, if a candidate has not attended class or misses more than one (1) hour of a class session.

(d) A second absence (missing all or more than one hour of a class session) will result in the final grade dropping by 5 points.

(e) Three absences (including the granted absence—i.e., two absences in addition to the granted absence) will result in a base grade of C, equivalent to 79 points, from which unearned points will be deducted.

(f) Face-to-face class session cancellations are not counted as an absence; however failure to complete by the next class session all the substitute assignments is counted as an absence.

(g) ***If there are extreme extenuating circumstances resulting in more than one absence and/or in coming to class late or leaving early, you must consult with the professor regarding the impact on your grade and you must notify the professor by email prior to the start time of the impacted class session(s).*** In general, extenuating circumstances involve a serious health situation (self; immediate family member). Please discuss with the professor extenuating circumstances surrounding job responsibilities.

Late Work.

An assignment is considered late if it is not submitted as outlined below.

- All learning activity assignments are required to be completed and submitted on time, including posting to Blackboard (no later than 5:00 p.m. the day it is due).
- Submitting an assignment late does not alter the due dates of the other assignments. It prevents timely feedback regarding work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your professor and peers across the semester.
- Weekly assignments must be accessible by the candidate electronically or in print format in order to support in class activities. If the assignment is not accessible for the class activity, it will be considered late.
- If a candidate chooses an alternative format for a response to a weekly assignment and the response is in graphics and/or print format, that assignment must be submitted both on Bb and as a hard copy.
- The Thinking Maps assignment **must** be brought to class in print/hard copy as well as submitted on Bb electronically.
- The final copy of the course common assessment, the EDSE 628 Strategy Instruction Assignment, is due no later than 5:00 p.m. the last day of class **on Blackboard and in print/hard copy**.
- For late submissions of assignments:
 - (a) Fifty percent (50%) of the points will be deducted from your assignment grade for late submissions unless the professor has agreed to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade. See below for further conditions.
 - (b) The earlier date that the assignment was received by the professor in hand as a print/hard copy or posted on Blackboard will be considered the date submitted; however, the professor will not print out candidate work and, therefore, will not provide feedback if a printed copy is not received.
 - (c) The assignment will not be considered completed until the work is posted to Blackboard **and** handed in in print. If a candidate does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment.
 - (d) Presentations and related materials are due in class and posted to Blackboard according to the assignment description and class schedule.

Other Considerations.

- If a candidate submits a weekly assignment only in electronic form, the professor will read the response and assess whether or not it meets requirements (that the candidate's work is substantive and complete) and, therefore, earns associated points; however, under most

circumstances the professor will not provide a response in return (e.g., feedback on ideas).

- A candidate may not use projects, data, or material generated in and submitted for credit in another course. Violations result in a grade of ZERO for the assignment and, for the EDSE 628 Strategy Instruction Assignment, also receive an evaluation in TK20/Blackboard of “DOES NOT MEET EXPECTATIONS.”

- A candidate who verifies extenuating circumstances must make arrangements through the professor *no later than 7 calendar days prior to the last day of class* for course completion. Otherwise, failure to submit coursework by the end of the course will result in a further deduction of 10 points from the final grade. Any exams must be taken no later than the last class.

- **Written Language:** Candidates at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for formal assignment written work in the College of Education and Human Development and is required for the Strategy Instruction Assignment. In this section of EDSE 628, APA format is *not* required for weekly assignments (e.g., when using the course assignment response templates). If you are unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: <http://apastyle.apa.org>.

- **Oral Language:** Use “person-first language” in class discussions. In accordance with terminology choices in the disability community, strive to replace formerly used terms with currently preferred forms (e.g., use “Intellectual Disabilities”; “Emotional Disabilities”) in oral and written communication and to avoid language labels by stating, for example, a “student with disabilities” (SWD) rather than a “disabled student”. Please refer to guidelines for non-handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf>.

- ***Your George Mason University email address and the professor’s George Mason University email address are the only email addresses that will be used for communication in this course.*** Candidate email is accessed at <http://masonlive.gmu.edu>. ***ALL*** communications regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to candidates via their Mason email accounts. Candidates are held responsible for this information. Failing to check your Mason email or citing technical difficulties does not relieve you of the responsibility to communicate via your George Mason University account. Please make sure your ***George Mason University email is activated and checked at least once per day and early enough on class meeting days to allow for appropriate response.*** Any candidate who experiences technical issues or who has questions with regard to activating and/or accessing his/her MasonLive email account should contact the ITU Support Center directly (and immediately!) at 703-993-8870 and support@gmu.edu. ITU information is available at <http://itservices.gmu.edu/>. It is your responsibility to communicate with the professor about options if technical difficulties you are experiencing are prohibiting course participation,

receipt of course related email messages, and access to Blackboard. For guidelines on communicating with your professor via email, see <http://gradlife.gmu.edu/communicating-with-your-professor-how-to-write-an-email/>.

- Please keep up-to-date with cohort announcements and requirements as posted at the GMU Special Education Cohort web site: http://gse.gmu.edu/programs/sped_cohort_program/cohort_home/. This site includes information to assist cohort participants, including announcements, a cohort handbook, and cohort specific information. For additional assistance with cohort and outreach program queries, please contact Dr. Pam Baker (pbaker5@gmu.edu).
- All candidate work may be shared in future courses and professional development taught by Dr. Sheryl Asen. Author credit explicitly will be given to candidate authors for their work.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Attendance, preparation, and professionally relevant, active participation that demonstrate proper educator and graduate candidate dispositions and behaviors are expected in all class sessions and interactions for a grade of B or better.

90 – 100 points = A

86 – 89 points = B+

80 – 85 points = B

70 – 79 points = C

< 70 points = F

Assignments

Performance-based Assessment (Tk20 submission required).

There is no Tk20 The Council for the Accreditation of Educator Preparation (CAEP) Assessment assignment for EDSE 628.

Regarding All Assignments: A candidate may not use projects, data, or material generated in and submitted for credit in another course. Violations result in a grade of ZERO for the assignment.

Performance-based Common Assignments (No Tk20 submission required).

The Common Assignment for EDSE 628 is the Strategy Instruction Assignment (SIA).

Other Assignments.

Major Learning Activities: Course participants wishing to suggest other learning activities and/or other modes of expression for all assignments *except* the Strategy Instruction Assignment may, *with prior professor approval*, substitute these for a required activity and/or format.

I. Attendance and Participation (9% of final grade)

- Attendance includes:
 - Promptness (getting to class and back from breaks on time) and
 - Being present for the full duration of class as per the section above on Course Policies and Expectations: Attendance.
- Participation implies demonstration of being psychologically and socially available to learn as well as coming to class prepared (i.e., having completed the required assignments). Participation considers the candidate's professional dispositions and level of engagement in class activities and includes but is not limited to:
 - Preparing in advance for the session by completing assigned work;
 - Contributing thoughtfully and fully to class activities and discussions;
 - Listening to the ideas of others;
 - Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influences class dynamics);
 - Demonstrating enthusiasm for learning;
 - Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content;
 - Facilitating group work;
 - Self-assessing course work; and
 - Writing a substantive class session "take away" based on material explored in that class session. The reflection is *written at the end of class* on the participation assessment matrix and is a requirement for earning participation points. The candidate identifies the topic of the reflection and then discusses a personal learning connection that states why that connection is relevant to that candidate and/or addresses other reflection prompts on the provided form.

II. Chapter Quizzes and Reflections (14% of final grade)

EDSE 628 candidates will complete a take home quiz on the chapter content for each of the course text chapters 2, 6, 7, 8, 9, 10, 11 (7 chapters). The purposes of the quizzes are to:

- guide reading

- assist in review of chapter Learning Outcomes (stated at the beginning of each chapter)
- highlight for the candidate areas of overall mastery of chapter concepts, and
- identify those concepts needing further study and review.

The process also requires candidates to practice study skill strategies that assist elementary students in successfully gleaning information from print materials. The take home quiz is completed outside of class while reading the chapters. A candidate downloads the quiz (in Word format) from Blackboard, then, while reading, s/he:

- **notes the page number(s) on which the answers are found** and
- uses a highlighting pen, ink pen or other permanent marking method (such as the highlighter tool in Word) to indicate the multiple choice option(s) selected, to fill in a response, etc.
- **types a brief reflective statement** that includes reference page number[s].

The candidate brings the completed quiz with typed reflective statement and the candidate self-checks his/her work during class break time. Doing so is considered part of the quiz assignment. (The professor reviews the results.)

One point per quiz is awarded ***ONLY for those quizzes for which the candidate earns 5 or 6 correct out of the 6 prompts per quiz.***

One point is awarded for a brief reflective statement that answers one or more of the following guiding questions.

- Why is this relevant?
- What is the professional connection for me?
- What have I observed about this?
- How might I use this idea?
- What questions do I have?
- What is my opinion (with rationale)?
- Why is this important?
- What might I try with whom and why?

III. Responses to Resources (12% of final grade)

The candidate responds to designated videos, IRIS modules, or readings according to directions on the form for each assignment. For the IRIS modules, students are expected to work through all pages in each IRIS module (except as noted in the assignments on the course calendar) and to come to class prepared to discuss and apply module content.

NOTE: It is not necessary (i.e., not required) to write responses to the Initial Thoughts and Assessment prompts within each IRIS module.

IV. Team Presentation on a Course Topic (30% of final grade)

Each student participates on a team that develops and leads a group presentation. The presentation focuses on topics addressed in EDSE 628. The topics correspond to content in the course syllabus.

The main emphasis is on principles of instruction and using teaching practices and learning strategies that support classroom students in mastering content. The presentation is ***not a review of factual information in the course text or other required resources; instead, the presentation takes course participants into further exploration of the topic*** by going more deeply into information presented in class and in the course text and by bringing other relevant information to light.

The purposes of the presentation and its activities are:

- To assist class members in processing and ***applying principles of instruction*** for that content.
- To experience activities during which presenters ***model evidence-based teaching practices***.
- To ***facilitate participants in practicing evidence-based strategies that classroom students would use to master content***.
- To ***expand our repertoire*** of teacher practices and learner strategies learning beyond those focused upon in the required course materials.

The presentation team members are responsible for working as a group to develop and then lead the class in learning experiences that include ***active participation by classmates***. Time allocation will be determined by the professor and is based on the size of the teams (influenced by class membership and on the content focus). Typically, presentations range from 90 to 150 minutes, but may vary.

The group members identify representative strategies for mastering key content that are verified as effective learning procedures (evidence-based, scientifically-based, or research-based practices). Sources, in addition to the course materials (including the text and course Bb items), may include the Pearson text resources, professional journals, and materials in the Kellar and Fenwick libraries. Specific resources and strategies may be required by the professor—these will be discussed with the presentation team. The professor is available upon request for consulting about the team's presentation plans.

The presentation includes making connections between the main points in course readings and the participatory experiences—discrete discussion of any content and concepts in the chapter essential to understanding and implementing the presentation's activities is blended into activities. Keep in mind: the presentation ***mainly focuses on assisting participants in gaining understanding of and confidence in implementing verified teaching practices and learning strategies through active engagement*** and assumes that course members have read the course materials to date and are familiar with course content.

The majority of the presentation centers on demonstration and participatory application activities. Teaching students with disabilities (SWD) how to use strategies includes modeling by the teacher and teacher directed guided practice; therefore, presentation components may include: practicing strategy steps; role playing student-teacher interactions; reacting to a case study/scenario; observing a video or live skit (e.g., of a demonstration) and debriefing about the strategy and instructional practices; using/exploring related artifacts (e.g., a sample of materials scaffold; a handout summary chart).

The ***presentation must include:***

- At least two examples of how ***thinking maps*** may be applied to elementary student learning and/or to EDSE 628 candidate learning in the area of focus. The thinking maps must differ from one another and one must be a tree map, brace map, multi-flow map, bridge map (with relating factor), or double-bubble map. Other graphic organizers may also be included, but are not required.
- Examples of ***using content, material, and/or task scaffolds*** (at least two different types) as defined in the associated IRIS module, for mastering the strategy and/or academic content.

The ***presenters share with classmates a “take away” resource of supporting information*** for using instructional principles and cognitive strategies for teaching the content that is the focus of the team’s presentation. (Samples will be posted on Blackboard.)

The materials used and shared must be done ***in compliance with copyright regulations***.

All materials/documents and any PowerPoint presentations used as part of the chapter presentation are ***due to the professor electronically via the Bb drop box by the start of class the day of the presentation***. Please combine as many features into as few documents as possible (while also considering what makes sense to group together). The professor later may post these to the class Bb site.

Following completion of the presentation, ***the team evaluates the presentation*** by assigning points earned on the assessment matrix and writing a statement of supporting evidence for each section on the matrix. Additionally ***each team member writes a concise but substantive reflection on what the individual gained from the assignment*** related to the course goals. The team and individual self-assessments are due by noon the Sunday following the presentation via ***both the Blackboard drop box and to the professor via GMU email***.

VI. Common Assignment: Strategy Instruction (35% of final grade)

The Strategy Instruction Assignment (SIA) is the Common Assignment for EDSE 628 across all sections of the course. The EDSE 628 candidate designs, implements, collects data, and analyzes research. The focus of the research is ***teaching a student (or group of students) with mild disabilities how to use a strategy for academic learning with the goal to self-sufficient implementation by the student*** (student self-direction in use of the learning strategy). The student who is the subject of the project may be a secondary student; however, the strategy ***must*** be one that is applicable to mastering the elementary (K-6) curriculum.

The strategy must be a research-validated approach for mastering knowledge or skills in elementary level reading, language arts (including oral language expression and writing), mathematics, science, or social studies. This may include strategies for vocabulary development or memory or metacognition ***as specifically applied to mastering content in elementary level reading, language arts, mathematics, science, or social studies.*** The strategy is appropriate for use with students working at the elementary level and employs the Self-Regulated Strategy Development (SRSD) process for teaching a strategy to a student and monitoring student

progress. The EDSE 628 candidate uses curriculum-based measure (CBM) to record the student subject's progress. The study is conducted during current semester.

NOTE: The strategy used in the EDSE 628 project may *not* be one to improve student behavior. Additionally, curriculum-based measurement (CBM) is used to monitor the progress of the student subject of the project and as such, CBM is *not* the focus strategy of the project.

If you have difficulty finding a K-12 student for this assignment, GMU's Clinical Practice Office can assist in placing GMU candidates at school sites; *however, you MUST register with the Clinical Practice Office (formerly the Field Experience Office) at <https://cehd.gmu.edu/endorse/ferf> to request placement with a student no later than September 30, 2016—earlier, if possible.* You may contact the Clinical Practice Office for assistance via email at fieldexp@gmu.edu.

GMU is required to track where self-placed candidates will complete their field experiences. Consequently, *each EDSE 628 candidate must access <https://cehd.gmu.edu/endorse/ferf> and complete the information requested* (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you worked with the youngster). *The deadline to record with the Clinical Practice Office the placement you have identified (the school attended by the subject of your Strategy Instruction Assignment) is September 30, 2016*

The Strategy Instruction assignment is presented as a research paper in APA format in which the candidate:

- A. Creates an abstract of the EDSE 628 candidate's project that precedes the main body of work. The abstract for the paper clearly and succinctly describes the Strategy Instruction research (not the research on which the project is based). An abstract includes 4 components:
 - The main objective and rationale of the project (which strategy is being used to achieve what academic purpose for which student subject).
 - A brief statement about the student subject and summary of the methods used to accomplish the objective (implementation conditions and timeframe; use of the SRSD model for instruction; data collection method).
 - The project's results.
 - Conclusions about the implications of the project.
 - **NOTE:** You cannot complete the abstract until you finish the strategy instruction data collection, interpret the results, and determine implications of the study.
- B. Introduces the academic area of focus. This includes statements verified by citing professional sources. The discussion emphasizes the effect exceptional conditions can have on learning in the content area—i.e., challenges for students with disabilities in mastering the content in the area of focus.
- C. Description of the Strategy
 - Introduces a specific strategy by name (states the full name and then, if relevant, provides the acronym or common name).
 - Explains the strategy's specific purpose and/or intended outcomes (*explicitly* what a student who uses the strategy accomplishes/is able to do);

- Lists the *specific, detailed steps* of the strategy. These steps are presented in a numbered sequence that acts as a task scaffold for someone who wishes to be guided, step-by-step, through using the strategy. The detailed steps include a description of any materials the student might use when applying the strategy.
 - The conditions and materials needed to successfully teach the strategy, including tips for implementation; and
 - Recommends possible accommodations for using this strategy *with different student populations* (e.g., age; disability; cultural background; interests).
- D. Describes the EDSE 628 researcher's study's conditions by discussing:
- Demographic/background information about the student subject that is *relevant to understanding his/her learning needs related to the focus* of the study.
 - A rationale for *why the strategy is appropriate for this particular student subject*; that is, implications of the intervention's use for *this* student.
 - The VA SOL to which the strategy may be applied based on this student's needs.
 - Accommodations, if any, made *for this student*, with rationale why such were needed *or* a statement that accommodations for the student subject were not needed.
 - The specific setting, procedures/methods, and timeframe that were used to implement the study. This includes a brief introduction to the Self-Regulated Strategy Development (SRSD) model.
- E. Self-Regulated Strategy Development (SRSD) Lesson Guide: Provides on the SRSD Lesson Guide (course resource in table format) details *on how each step of the SRSD model was followed* to implement the project. The left column lists the SRSD step while the corresponding right column lists the actions taken by the EDSE 628 candidate to carry out with the student subject that SRSD step. The detail in the right column resembles a modified lesson plan with the discrete actions and materials used in a numbered list. The SRSD lesson plan guide includes:
- The baseline data that was collected for 3 trials prior to the strategy instruction.
 - The student subject's practice/application of the strategy over 5-10 sessions.
NOTE: Sessions spent to introduce, discuss, and model the strategy do not count toward the total sessions in which the student subject applies the steps of the strategy, which must be no fewer than 5. For most strategies, practice sessions will not exceed one per day.
 - The post-assessment data is collected at the conclusion of the 5-10 instructional sessions during which the student applied the strategy.
- F. Presents, analyzes, and discusses the findings, citing specific evidence, including:
- An appropriate curriculum based measurement (CBM) graph of data and, if appropriate, accompanying charts, tables, and figures. (If you have not taken EDSE 627: Assessment, refer to resources in the CBM folder in the class Bb site Additional Resources folder.)
 - Evaluation of the effectiveness, including:
 - How these results compared to expectations based on the research article and
 - Consideration of influencing factors, such as the suitability of the study's duration (number of sessions implemented over time frame).

- G. States recommendations for further instruction of the student subject. For example, include additional uses of the strategy, next instructional steps, and changes to accommodations for this student.
- H. Reflects on the relevance of the project to personal professional growth. What knowledge and insights did you gain from this experience?
- I. Provides a list of references.
- J. Attaches relevant appendices, including: a copy of an instructional tool/aid used/created for implementation and samples (evidence) of student work that show application of the strategy.

The organization of the paper should be logical and promote “flow” for the reader. The EDSE 628 candidate is expected to communicate with clarity, precision, and engagement. The project paper should reflect graduate school level conception and execution and use current APA format throughout the paper and in the reference list.

The following is an example of structure for the paper. The correlated item(s) from the list above are noted in parentheses.

Abstract (item A; An abstract is printed on its own page, separate from the start of the paper.)

Section I: Introduction (item B)

Section II: The Strategy (item C)

Section III: Study Implementation (items D, E)

Section IV: Results & Recommendations (items F, G)

Section V: Personal Professional Connections (item H)

References (item I)

Appendix/appendices (item J)

Assessment Matrices

The professor will share in class and on Blackboard the assessment matrices for each of the major learning activities. The matrices provide specific information on how assignments are evaluated and as such are considered extensions of this syllabus. Additionally, the matrices are used to support self-assessment and by the EDSE 628 candidate and professor to monitor and record progress. The assessment matrices are distributed to course participants in class and are available on Blackboard.

Schedule

The full course schedule is presented on the following pages.

EDSE 628-624 Schedule

The course schedule is dynamic—it may change according to students’ needs, formative evaluation of course effectiveness, and unpredicted opportunities and events.

Class	Topics for Class This Week	Assignments for <u>Next</u> Class
Class 1 9/13/16	<ul style="list-style-type: none"> • All Means All • Why access the general education curriculum? • Assets and Introductions • Course Overview / Syllabus • Topics & Teams • What are evidence-based practices? • Introduction to IRIS module SRSD: Using Learning Strategies • Curriculum and learning theories • Accommodation and Modifications • Previewing textbook readings • Reflection and self-assessment 	<p>Preparation for 9/20/16 class 2:</p> <ul style="list-style-type: none"> • Read text page 27 to top of page 28; page 35 Stages of Learning – page 45 (end) of Chapter 2 “Approaches to Learning and Teaching”. Use the chapter 2 quiz to guide your reading. Use the chapter 2 response form to briefly record: <ul style="list-style-type: none"> ○ Aspects of each of the learning theories in the Chapter 2 reading selection that currently guide your practices; ○ Aspects of these theories not currently part of your practices that you now aim to incorporate into your instruction. ○ NOTE: For this specific chapter, you do not have to add a reflection to the quiz—the response form for Chapter 2 serves as the reflection. • Complete the IRIS module SRSD: Using Learning Strategies. Use a printout of the SRSD Lesson Guide (on Bb) as an outline to assist your reading (you do not have to fill out the guide). • Read through “Classroom Cognitive and Meta-Cognitive Strategies for Teachers” (Florida Dept. of Education; on Bb). Think about which strategies are those used only by teachers (i.e., they are teaching methods/routines) and which strategies students might use. Come prepared to share. (NOTE: You do not have to print out this guide.) • Review the course syllabus, especially the major learning activities and schedule. • Review the course Bb site, especially the Additional Resources, Assignments, and Assessments folders. • Bring to the next class: <ul style="list-style-type: none"> ○ Completed Chapter 2 quiz ○ The Chapter 2 response ○ Response to the IRIS module

NOTE: Register your Strategy Instruction Assignment student with the Clinical Practice Office by September 30, 2016. <https://cehd.gmu.edu/endorse/ferf>.

Class	Topics for Class This Week	Assignments for <u>Next</u> Class
<p>Class 2 9/20/16</p>	<ul style="list-style-type: none"> • Learning Theories • Zone of Proximal Development • Note Taking • Management by Profile • Self-Regulated Strategy Development (SRSD), including SRSD template for the Strategy Instruction assignment (SIA) • Non-Linguistic Representations and Advanced Organizers • Course assignments and assessments <p>NOTE: Register your Strategy Instruction Assignment student with the Clinical Practice Office by September 30, 2016. https://cehd.gmu.edu/endorse/ferf</p>	<p>Preparation for 9/27/16 class 3:</p> <ul style="list-style-type: none"> • IRIS: Providing Instructional Supports: Facilitating Mastery of New Skills • Watch the TED video of Dr. Daniel Siegel: http://www.youtube.com/watch?v=Nu7wEr8AnHw • Thinking Maps assignment (on Bb) • Bring to the next class: <ul style="list-style-type: none"> ○ Response to the IRIS module ○ Response to the Siegel video ○ Thinking Maps assignment – required: 1 map about Thinking Maps; 2 content area thinking maps ○ Article(s) to support your strategy selection for the Strategy Instruction assignment (SIA) <p>NOTE: Register your Strategy Instruction Assignment student with the Clinical Practice Office by September 30, 2016. https://cehd.gmu.edu/endorse/ferf</p>
<p>Class 3 9/27/16</p>	<ul style="list-style-type: none"> • Scaffolding and Instructional Supports • Dr. Daniel Siegel: Mindfulness and Neural Integration • Thinking Maps • Brain Research, Memory, Emotion, and Language • Peer review of articles to support the Strategy Instruction assignment <p>NOTE: Register your Strategy Instruction Assignment student with the Clinical Practice Office by September 30, 2016. https://cehd.gmu.edu/endorse/ferf</p> <p>NOTE: The next class session is October 18th.</p>	<p>Preparation for 10/18/16 class 4:</p> <ul style="list-style-type: none"> • Equitable Classroom Practices assignment (posted on Bb) • IRIS: Universal Design for Learning (UDL), ONLY Perspectives & Resources pages 1 – 3; take the Barsch Inventory (Activity on the bottom of page 1) • IRIS: Differentiated Instruction: Maximizing the Learning of All Students ONLY Perspectives & Resources p. 1 – 7 and page 12 • Bring to the next class: <ul style="list-style-type: none"> ○ Responses to Equitable Classroom Practices ○ Responses to the 2 IRIS modules ○ Bring your Barsch inventory results to class (scores for each modality) <p>NOTE: The next class session is October 18th.</p>
<p>NOTE: Begin the Strategy Instruction Assignment teaching no later than 10/24/16!</p>		

NOTE: Begin the Strategy Instruction Assignment teaching no later than 10/24/16!

Class	Topics for Class This Week	Assignments for <u>Next</u> Class
<p>Class 4 10/18/16</p>	<ul style="list-style-type: none"> • Equitable Classroom Practices • Brain Research, Memory, Emotion, and Language • Dr. Lydia Soifer: The Development of Language Skills • Learning Preferences and Modalities; Dr. Daniel Willingham “Learning Styles Don’t Exist” • Differentiating Instruction 	<p>Preparation for 10/25/16 class 5:</p> <ul style="list-style-type: none"> • Complete viewing the Dr. Lydia Soifer video : from 41:00 (41 minutes into the video) to 1:12:00 (through discussion of what teachers can do) • Read “Current Practice Alert: Learning Styles” • Read text Chapter 6 “Assessing and Teaching Oral Language”. Use the quiz to guide your reading. • IRIS: Teaching English Language Learner: Effective Instructional Practices • Bring to the next class: <ul style="list-style-type: none"> ○ Responses to the Soifer video ○ Responses to the Current Practice Alert ○ Responses to the IRIS module ○ Completed Chapter 6 quiz & response <p>NOTE: Begin the strategy instruction no later than Monday, 10/24/16. Record progression through the SRSD model on the SRSD Lesson Guide.</p>
<p>Class 5 10/25/16</p>	<ul style="list-style-type: none"> • Presentation: Oral Language • Teaching English Language Learners • Learning Preferences and Modalities (continued) • Phonological Awareness, Phonemic Awareness, and Phonics: Dr. Peggy Semingson • Brain Research, Memory, Emotion, and Language (continued) 	<p>Preparation for 11/1/16 class 6:</p> <ul style="list-style-type: none"> • Read “HotSheet 2: Effective Practices for Phonological Awareness” • Read text Chapter 7 “Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition”. Use the quiz to guide your reading. • IRIS: PALS: A Reading Strategy for Grades K-1 • Bring to the next class: <ul style="list-style-type: none"> ○ Completed Chapter 7 quiz & response ○ Come to class familiar with the PALS approach and K-1 activities

Class	Topics for This Week	Assignments for <i>Next</i> Class
Class 6 11/1/16	<ul style="list-style-type: none"> • Presentation: Phonological Awareness, Phonics, and Word Recognition, including Peer Assisted Learning Strategies (PALS K-1) • Reading Fluency <p>NOTE: The next class session is November 15th.</p>	<p>Preparation for 11/15/16 class 7:</p> <ul style="list-style-type: none"> • Read text Chapter 8 “Assessing and Teaching Reading: Fluency and Comprehension”. Use the quiz to guide your reading. • IRIS: PALS: A Reading Strategy for Grades 2-6 • Bring to the next class: <ul style="list-style-type: none"> ○ Completed Chapter 8 quiz & response ○ Come to class familiar with the PALS approach and Grades 2-6 activities ○ Your SRSD Lesson Guide filled out to date <p>NOTE: The next class session is November 15th.</p>
Class 7 11/15/16	<ul style="list-style-type: none"> • Presentation: Reading Comprehension, including Peer Assisted Learning Strategies (PALS 2-6) • Peer review of SRSD Lesson Guides • Spacing Learning Over Time • Strategies investigations 	<p>Preparation for 11/22/16 class 8:</p> <ul style="list-style-type: none"> • Read text Chapter 9 “Assessing and Teaching Writing and Spelling”. Use the quiz to guide your reading. • Read text Chapter 10 “Assessing and Teaching Content Area Learning and Vocabulary Instruction”. Use the quiz to guide your reading. • Bring to the next class: <ul style="list-style-type: none"> ○ Completed Chapter 9 quiz & response ○ Completed Chapter 10 quiz & response
Class 8 11/22/16	<ul style="list-style-type: none"> • Presentation: Writing, Handwriting, and Spelling • Presentation: Content Area Learning and Vocabulary Instruction 	<p>Preparation for 11/29/16 class 9:</p> <ul style="list-style-type: none"> • Read “Research Foundation Paper on Do The Math - Arithmetic Intervention” by Marilyn Burns; see assignment posted on Blackboard • Read text Chapter 11 “Assessing and Teaching Mathematics”. Use the quiz to guide reading. • IRIS module High Quality Math Instruction: What Teachers Should Know, Perspectives & Resources pages 5 – 9 • Bring to the next class: <ul style="list-style-type: none"> ○ Completed Chapter 11 quiz & response ○ Response to the IRIS module ○ Response to the Marilyn Burns paper ○ Printed copy of your Strategy Instruction Assignment
Class 9 11/29/16	<ul style="list-style-type: none"> • Presentation: Teaching Mathematics • Relating Burns/Do the Math to the course • Wrapping up! • Course evaluation 	<p>YEA YOU!!! Rest and Relaxation!!!</p>