



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

Summer 2018

EDSE 628 A01: Elementary Reading, Curriculum, and Strategies for Students Who Access the  
General Education Curriculum  
CRN: 40065, 3 – Credits

<b>Instructor:</b> Dr. Andrea Boykin	<b>Meeting Dates:</b> 5/21/2018 – 6/23/2018
<b>Phone:</b> 757-985-2702	<b>Meeting Day(s):</b> Monday; Wednesday; Friday
<b>E-Mail:</b> aboykin2@gmu.edu	<b>Meeting Time(s):</b> 7 pm – 10 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Fairfax, KH14
<b>Office Location:</b> Off Campus/Other	<b>Other Phone:</b> N/A

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

**Prerequisite(s):** None

**Co-requisite(s):** None

**Course Description**

Applies research on instructional approaches in elementary curriculum for individuals with disabilities accessing general education curriculums Includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies, and social skills; cognitive strategies in study skills, attention and memory, and peer-mediated instruction. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

**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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

### **Advising Tip**

Are you completing a special education minor? If so, be sure to send your Undergraduate Minor Declaration (<http://registrar.gmu.edu/wp-content/uploads/UMD.pdf>) to the advising office: Fairfax campus Finley 102, phone: 703-993-3670, fax: 703-993-3681

### **Course Delivery Method**

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

### **Learner Outcomes**

Upon completion of this course, teacher candidates/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.

### **Course 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

### **Evidence-Based Practices**

This course will incorporate the evidence-based practices (EBPs) relevant to elementary curriculum learning strategies, constructing effective lessons, designing instructional

procedures. 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 teacher candidates/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.

### **Required Textbooks**

Archer, Anita, & Hughes, Charles (2010). *Explicit Instruction: Effective and Efficient Teaching* (1<sup>st</sup> Ed.). Guilford Press. ISBN 9781609180416. (Chapters 4 & 8 ONLY)

Vaughn, S. R., & Bos, C. S. (2015). *Strategies for Teaching Students with Learning and Behavior Problems* (9<sup>th</sup> Ed.). Upper Saddle River, NJ: Pearson ISBN-13: 9780133570731

### **Recommended Textbooks**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **Additional Readings**

Gersten, R., Fuchs, L. S., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M. S. (2005). Quality Indicators for Group Experimental and Quasi-Experimental Research in Special Education. *Exceptional Children*, 71(2), 149-164.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

#### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For *EDSE 628*, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course

grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the “IN” can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

### **Assignments and/or Examinations**

#### **Performance-based Assessment (Tk20 submission required)**

N/A

#### **College Wide Common Assessment (TK20 submission required)**

1. Disposition Survey (Instructor completed).
  - a. Education professionals are held to high standards, both inside and outside of the classroom. Educators are evaluated on their behaviors and interactions with students, parents, other professionals, and the community at large. The behaviors observed reflect the dispositions held by education professionals at all stages in their careers, including as a candidate in CEHD’s teacher licensure programs. During this course, your instructor will evaluate you on your disposition by rating the following dimensions; openness to feedback, change orientation, high expectations for learning, advocacy, professionalism, legal and ethical conduct.

#### **Performance-based Common Assignments (No Tk20 submission required)**

1. Strategy Instruction Assignment (SIA)
  - a. For this assignment, the 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 (self-direction in use of the learning strategy). Please see the attached rubric for assignment components.

#### **Field Experience Requirement**

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

1. **Complete the online EDSE Field Experience form.** This online form will be sent to your GMU email from [EDSEfld@gmu.edu](mailto:EDSEfld@gmu.edu) on the first day of the semester. Click on the link and complete the form as soon as possible. **ALL** students should complete the form, regardless of whether you need assistance in

locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at [EDSEfld@gmu.edu](mailto:EDSEfld@gmu.edu).

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

**2. View the EDSE Field Experience Introduction presentation.** On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

**3. Document your field experience hours.** Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

**4. Complete the field experience end-of-semester survey.** Towards the end of the semester, you will receive an email from [EDSEfld@gmu.edu](mailto:EDSEfld@gmu.edu) with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

## **Other Assignments**

### **1. Apply the Concept Activity (5 points each/35 points total)**

- a. In a small group, teacher candidates will apply specific concepts learned in class to evaluate a recording of a lesson or a lesson that the teacher candidate conducted or viewed in a K-12 classroom. Although we will discuss in class, these informal activities do not require a

PowerPoint. Seven of these activities will occur throughout the semester. Teacher candidates must submit a short written discussion to blackboard with the following components:

- i. Overview of the viewed lesson (effective and non-effective components – 2 point)
- ii. How an evidence-based instructional practice could be used to improve the lesson (1 paragraph- 3 points).

**2. SIA Component Submissions (15 points/5 points each)**

- a. Teacher candidates will submit sections of their SIA project throughout the semester. Teacher candidates will submit a draft of their content area topic and research question, description of student subject, and methods.

**3. SIA Final Paper (30 points)**

- a. 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 at the start 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. The final paper must have the following components:

- i. **Abstract:** Compose an abstract that precedes the main body of work. The abstract for the paper clearly and succinctly describes the Strategy Instruction Assignment research conducted by the EDSE 628 candidate.
- ii. **The Student Subject:** Describe the student to whom the strategy is taught. Provide student demographic/background information relevant to the study. State the academic area of focus (content and topic) of this study and a rationale for selecting it as the instructional emphasis. Discuss the effects exceptional conditions can have on learning in this content area. Verify statements by citing professional sources.
- iii. **The Strategy:** Describe the strategy selected for the project. Introduce the specific strategy by name (states the full name and then, if relevant, provides the acronym or common name). Explain the strategy's specific purpose and/or intended outcomes. Provide a rationale for why the strategy is appropriate for this particular student subject. State conditions and materials needed to successfully teach the strategy, including tips for implementation and possible accommodations for using this strategy with different student populations. List the specific, detailed steps of the strategy (not the SRSD model).
- iv. **Study Implementation.** Present the Self-Regulated Strategy Development (SRSD) model. Introduce the use of SRSD as the

model of instruction used for this project. Describe the implementation parameters.

- v. Introduce the SRSD Lesson Guide log, then display as a table of the completed Self-Regulated Strategy Development (SRSD) Lesson Guide log, which serves as a modified lesson plan with the discrete actions and materials used detailed in a numbered list.
- vi. **Results:** Describe, then analyze, the findings including efficacy/effects of the strategy, how this compared with expectations based on research, and considerations of influencing factors.
- vii. **Recommendations:** Make recommendations for next steps for instruction for the student (e.g., additional uses of the strategy; next instructional steps; changes to accommodations for this student when using the strategy; possible additional strategies to support mastery in the area of instructional focus).
- viii. **Personal Professional Connections:** Reflect on the relevance of the project to personal professional growth.

#### **4. SIA Presentation (10 points)**

Prepare a 10-minute presentation for class based upon the project. You may want a handout/PowerPoint that summarizes each of the points covered below for your presentation. Also, it is recommended that you bring copies of the materials and tests to show the class.

## **Course Policies and Expectations**

### **Attendance/Participation**

Teacher candidates are expected to attend all classes. Teacher candidates may miss one class with no grade penalty. After that, 5 points will be taken off the final grade for each additional missed class. Teacher candidates are expected to arrive on time and stay for the duration of the class. Tardiness/leaving early (more than twice) will cause 5 points to be taken off the final grade per incident.

### **Late Work**

Late work will not be accepted without prior arrangement with the instructor. If such an arrangement is made, the maximum extension is one week. Only one assignment may qualify for an extension request.

### **Other Requirements**

Teacher candidates are required to demonstrate professionalism by respectfully interacting with peers and the professor to create a positive learning environment. Cell phones and mobile devices should be turned to silent mode or powered off and put away prior to the beginning of class so students can fully participate in class.

## Grading Scale

Assignment	Points
Apply the Concept	35
SIA Component Submissions	15
SIA Final Paper	30
SIA Presentation	20
<b>Total Points</b>	100

90-100% = A	80-89% = B	70-79% = C	69-0% = F
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\*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

## Class Schedule

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

Date	Topic	In Class Activity	Reading and Assignment Due for Next Class
Monday: 5/21	Syllabus Review, Rubric and Assignment Overview	<ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ SIA Project Brainstorming</li> </ul>	<i>Readings:</i> Chapter 1 and 2; Gersten & Fuchs Article
Wednesday: 5/23	Review of quality indicators for research, introduction to evidence-based practices, introduction to SRSD	<ul style="list-style-type: none"> <li>▪ Developing topic and research questions</li> </ul>	<i>Chapter 4 &amp; 8 (Archer and Hughes)</i>

Friday: 5/25	Monitoring and teaching for understanding, approaches to teaching and learning.	<ul style="list-style-type: none"> <li>▪ <i>Apply the concept:</i> Evaluating the Instructional Process</li> <li>▪ Developing methods and description of strategy</li> </ul>	<p><i>Readings:</i> Chapter 3 and 4</p> <p><i>Assignment:</i> Submit final content area, topic, and research questions.</p>
Monday: 5/28	<b>Memorial Day: No Class</b>	N/A	N/A
Wednesday: 5/30	Response to intervention, managing behaviors	<ul style="list-style-type: none"> <li>▪ <i>Apply the concept:</i> Managing behaviors</li> </ul>	<p><i>Readings:</i> Chapter 5 and 6</p> <p><i>Assignment:</i> Submit description of strategy and methods</p>
Friday: 6/1	Co-teaching and collaboration	<ul style="list-style-type: none"> <li>▪ <i>Apply the concept:</i> Co-teaching and collaboration</li> </ul>	<p><i>Readings:</i> Chapter 7</p> <p><i>Assignment:</i> Submit student subject description</p>
Monday: 6/4	Assessing and teaching oral language	<ul style="list-style-type: none"> <li>▪ Teaching oral language</li> </ul>	<i>Readings:</i> Chapter 8
Wednesday: 6/6	Assessing and teaching reading fluency and comprehension	<ul style="list-style-type: none"> <li>▪ <i>Apply the concept:</i> Applying EBPs for reading</li> </ul>	<i>Readings:</i> Chapter 9
Friday: 6/8	Assessing and teaching writing and spelling	<ul style="list-style-type: none"> <li>▪ <i>Apply the concept:</i> Teaching writing and spelling</li> </ul>	<i>Readings:</i> Chapter 10
Monday: 6/11	Assessing and teaching content area learning and vocabulary	<ul style="list-style-type: none"> <li>▪ <i>Apply the concept:</i> Teaching vocabulary</li> </ul>	<i>Reading:</i> Chapter 11
Wednesday: 6/13	Assessing and teaching mathematics	<ul style="list-style-type: none"> <li>▪ <i>Apply the concept:</i> Teaching mathematics</li> </ul>	N/A

Friday: 6/15	SIA Peer Review	--	Submit SIA draft in Blackboard
Monday: 6/18	Class wrap-up	▪ Jeopardy	N/A
Wednesday: 6/20	SIA Presentation	--	SIA Project
Friday: 6/22	Class evaluations	--	<b>FINAL PROJECT DUE</b>

### Core Values Commitment

The College of Education and 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/>

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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 Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or

<https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

## Appendix

### Assessment Rubric(s)

<b>Strategy Instruction Assignment / Common Assignment</b>		<b>30 points</b>	Pts.
Abstract	<p>Provides an original concise abstract that describes with clarity the strategy application project/EDSE 628 student’s research, including:</p> <ul style="list-style-type: none"> <li>• Objective of the study, noting the strategy used to achieve what academic purpose for learners with which learning characteristics and need(s)</li> <li>• Summary statement of methods (includes: subject, implementation conditions, timeframe, use of SRSD model for instruction, and data collection method)</li> <li>• Results, conclusions, and implications.</li> </ul>	3	
Student Subject	<p>Describes the student to whom the strategy is taught.</p> <ul style="list-style-type: none"> <li>• Provides student demographic/background information relevant to the study</li> <li>• States the academic area of focus (content and topic) of this study and a rationale for selecting it as the instructional emphasis for this student.</li> <li>• Discusses the effects exceptional conditions can have on learning in this content area. Verifies statements by citing professional sources.</li> </ul>	3	
The Strategy	<p>Describes the strategy selected for the project.</p> <ul style="list-style-type: none"> <li>• Introduces the specific strategy by name (states the full name and then, if relevant, provides the acronym or common name).</li> <li>• Explains the strategy’s specific purpose and/or intended outcomes.</li> <li>• Provides a rationale for why the strategy is appropriate for this particular student subject.</li> <li>• States conditions and materials needed to successfully teach the strategy, including tips for implementation and possible accommodations for using this strategy with different student populations (e.g., age; disability; cultural background; interests).</li> <li>• Lists the specific, detailed steps of the strategy (not the SRSD model). 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.</li> </ul>	4	

Study Implementation	<p>Presents the Self-Regulated Strategy Development (SRSD) model.</p> <ul style="list-style-type: none"> <li>Introduces the use of SRSD as the model of instruction used for this project.</li> <li>Describes the implementation parameters (setting; teacher-to-student ratio; session lengths; overall timelines; accommodations were used with the student subject, if appropriate).</li> <li>Introduces the SRSD Lesson Guide log, then displays as a table the completed Self-Regulated Strategy Development (SRSD) Lesson Guide log.</li> </ul> <p><i>This benchmark is continued on the next page.</i></p>	3	
SRSD Lesson Guide	<p>Provides the completed SRSD Lesson Guide in table format. Details how each step of the SRSD model was followed to implement the project, from pre-assessment (3 probes prior to instruction) through instruction and post assessment (administered at the conclusion of the study). The left column lists the SRSD step and the corresponding right column notes the actions taken by the EDSE 628 candidate to carry out with the K-12 student subject that SRSD step. The detail in the right column resembles a modified lesson plan with the <b><i>discrete instructional actions in a numbered list</i></b>. There are at least 5 (and approximately up to 10) dated entries in the lesson guide for SRSD during which the student subject applies the steps of the strategy while receiving appropriate levels of teacher support (guided practice through independent use). If possible, post instruction data is collected.</p>	10	
Results	<ul style="list-style-type: none"> <li>Describes the findings.</li> <li>Includes an appropriate curriculum based measurement (CBM) graph of data (or alternative, as per consultation with the professor) and any accompanying charts, tables, and figures.</li> <li>Evaluates the effectiveness, including: <ul style="list-style-type: none"> <li>The efficacy/effects of strategy use on student mastery of the content</li> <li>How these results compared to expectations based on the research</li> <li>Consideration of influencing factors (e.g., student prior knowledge; level of instructional materials; suitability of the number of sessions implemented over the time frame for the course project; the continuity of instruction, such as interruptions due to student absences).</li> </ul> </li> </ul>	3	
Recommendations	<p>Make recommendations for next steps for instruction for the student (e.g., additional uses of the strategy; next instructional steps; changes to accommodations for this student when using the strategy; possible additional strategies to support mastery in the area of instructional focus).</p>	1	
Reflection	<p>Reflects on the professional knowledge, expertise, and insight gained from the strategy instruction assignment experience.</p>	2	
Ref. & Append. (I & J)	<p>Attaches a reference list in APA format and relevant appendices (e.g., a copy of an instructional tool/aid used/created for implementation; samples/evidence of student work that show application of the strategy).</p>	1	
	<p>The paper: is written with clarity, precision, and engagement; uses sequence and flow that are logical and aid understanding; reflects graduate school level conception and execution; uses current APA format throughout the paper and in the reference list. If these qualities consistently are not in evidence, points are deducted based on the degree of non-compliance.</p>		