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

Fall 2018
EDSE 428 001: Elementary Reading, Curriculum, Strategies for Students Who Access the
General Education Curriculum
CRN: 71274, 3 – Credits

Instructor: Carmen Rioux-Bailey	**Meeting Dates**: 8/27/2018 – 12/19/2018
Phone: 202-302-3223	**Meeting Day(s)**: Wednesday
E-Mail: criouxba@gmu.edu	**Meeting Time(s)**: 4:30 pm – 7:10 pm
Office Hours: T and R by appointment	**Meeting Location**: Fairfax, KH 15
Office Location: Finley 100D	**Other Phone**: 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 curriculum. Includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies; 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
1. Vaughn, S. R., & Bos, C. S. (2015). *Strategies for Teaching Students with Learning and Behavior Problems* (9th Ed.). Upper Saddle River, NJ: Pearson ISBN-13: 9780133570731
2. Archer, Anita, & Hughes, Charles (2010). *Explicit Instruction: Effective and Efficient Teaching* (1st Ed.). Guilford Press. ISBN 9781609180416. (Chapters 4 & 8 ONLY)

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

Required Resources
Computer with access to Blackboard

Additional Readings
As assigned

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 428, 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)
  N/A
 Performance-based Common Assignments (No Tk20 submission required)
  N/A

 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 THS COURSE.

 Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

 If you are 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 with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments
I. **Strategy Application Project (SAP) (45 points)**
The Strategy Application Project (SAP) is the Common Assignment for EDSE 628 across all sections. It involves several components including research, planning, implementation of a research project, data collection, analysis, and reporting. Student performance on this project will be greatly enhanced by carefully reading and following the detailed directions below.

The EDSE 628 student 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 strategy must be a research-validated approach for mastering knowledge or skills in elementary level reading, language arts, mathematics, science, or social studies. For this assignment, this may include strategies for vocabulary development or memory or metacognition as specifically applied to mastering content in elementary level literacy or mathematics. The strategy is appropriate for use with students working at the elementary level and employs elements of explicit instruction for teaching a strategy to a student. *NOTE: The strategy used in the EDSE 628 project* **may not** *be one to improve student behavior.*

To achieve these standards through the Common Assignment, students:

1. Find in a professional, peer-reviewed journal (e.g. Learning Disabilities Research and Practice; Behavioral Disorders; Exceptional Children; Intellectual and Developmental Disabilities; Journal of Special Education); at least one research article that focuses on implementation of a specific evidence-based, scientifically-based, or research-based strategy with elementary students with mild disabilities.

2. Read the article(s) with the purpose of comprehending, then implementing use of the strategy;

3. Discuss how the strategy supports this content mastery;

4. Discuss relevant information about the student subject that verifies the appropriateness of teaching the student to use the strategy (DO NOT use any student names, however, provide a brief description of the class, school, and students using pseudonyms);

5. Describe implementation considerations, especially accommodations that may be made to assist students in using the strategy;

6. Collect baseline data prior to strategy instruction;

7. Implement the strategy with (a) student(s), using explicit steps that can be repeated by another person (consider SRSD approach), in 5 (at a minimum) to 10 instructional sessions of 15-30 minutes each. (NOTE: the number of sessions and the amount of time per session varies appropriately according to the student and the strategy.)

8. Collect and analyze data on student progress; Explain how you measured student progress

9. Make recommendations for further instruction;

10. Reflect on what the researcher (you, the EDSE 628 student) learned through the assignment about the student and about your teaching.

A description of the above will be presented in a paper format.

II.   **Class Attendance and Participation (1 point each; there are 15 total)**
This is an important part of this class due to the compact schedule and foundational nature of the information learned through the course. Class attendance and participation is demonstrated by 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.
Please display digital etiquette during class sessions. Use of laptops may be limited to observe the class PowerPoint/materials or engage in class activities, specifically. Each class (9 sessions; points earned if assigned tasks are completed): .25 = on time; .25 = psychologically invested, prepared, and present; .50 = participation, thoughtful contributions, demonstrating respect and consideration for all individuals in our community of learners and completed in-class assignments). If you are unable to make any class session during the semester, please contact the instructor by phone or through gmu e-mail before the class session where you will be absent/arrive late/leave early.

III.   **Lesson Plans (10 points each; there are two)**
Each lesson plan will be evaluated using a rubric that will be developed collaboratively in class session #2. The lesson plan will include elements of explicit instruction. The first lesson plan to be evaluated will be developed in pairs or small groups. This will focus on learning objectives from language arts. The second lesson plan will be completed

individually and will focus on learning objectives from the content areas. These lesson plans will be used for teaching peers in the class in a simulated exercise that will reinforce our skills of explicit instruction. More specific directions for the lesson plan assignments and the rubric will be provided in class and on Blackboard.

IV.   Strategy Application Presentation (10 points)
A complete description of this assignment and a rubric will be provided in class and on Blackboard following discussions as to what will be the best format to use for our class.

V.   IRIS Modules (5 points each; there are two total)
For the IRIS modules https://iris.peabody.vanderbilt.edu, students are expected to:
- Work through all pages in each IRIS module
- Come to class prepared to discuss and apply module content.
- Complete the Assessment for each module and post to Blackboard for grading

Course Policies and Expectations
Attendance/Participation
All course participants are granted one full *or* partial class session absence; however, all work still is due on Blackboard according to the course calendar. Class session participation points are not awarded if a teacher candidate/student has not attended class or misses more than one (1) hour. A second absence will result in the final grade dropping by 8 points. A third absence means the student cannot pass this class and will need to retake it. (See more under Other Requirements: III).

Late Work
All assignments are required to be completed and submitted on time.

• The EDSE 628 Strategy Instruction Assignment and the field experience form and survey must be submitted on time for the course to be considered completed.

• For late submissions of assignments: 25% 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.

Other Requirements

Undergraduate Grading Scale

Letter Grade	% of Points
A	95-100%
A-	90-94%
B+	87-89%
B	83-86%

B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

Summary of Points for Final Grade

Participation/Attendance 15

Strategy Application Project (SAP) 45

Iris Modules #1 5

Iris Module #2 5

Lesson Plan #1 (Language Arts) 10

Lesson Plan #2 (Math/Science/History) 10

SAP presentation 10

TOTAL 100

*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 <u>must</u> 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/polices-procedures/. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Class Schedule

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

Class Session	Topic	Before Next Class I need to
Class 1 8/29	REVIEW SYLLABUS, TEXTS, and BLACKBOARD Overview of Expectations/Assignments; Evidence-Based Practices	• Read over Archer Hughes Chapter 6 • Complete Module #1 of IRIS module. (2014) Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program. https://iris.peabody.vanderbilt.edu/module/ebp_01/
Class 2 9/5	Effective Inclusion and Differentiated Instruction for all Learners Components of an Effective Lesson	• Read A and H Chapters 4 and 8 • Read Vand B Chapters 1 & 2 • Find research article with strategy for signature assignment and bring to to Carmen for approval by Class 3.
Class 3 9/12	Lesson Planning, Assessment and Teaching cycle	• Read Vand B Chapters 3-5
Class 4 9/19	SRSD, mnemonics	• Read Vand B Chapters 6 and 7 • Lesson Plan #1 Due Class 5
Class 5 9/26	Direct Instruction	• Read V and B Chapters 8 and 10 • Lesson Plan #2 Due Class 6
Class 6 10/3	Reading K-3	• Read V and B Chapter 9
Class 7 10/10	Reading 4-6	• Read V and B Chapter 11
Class 8 10/17	Language Development and Early Writing/Spelling	Work on SAP
Class 9 10/24	Vocabulary and Concept acquisition	Work on SAP
Class 10 10/31	Writing instruction	• Complete Iris Module # 2 The IRIS Center. (2006). Improving writing performance: A strategy for writing persuasive essays. https://iris.peabody.vanderbilt.edu/module/pow/

Class 11 11/7	MATH – principles of math instruction	Read High Level Practices in Special Education: Assessment **https://highleveragepractices.org/assessment/**
Class 12 11/14	*Peer Tutoring and *Cooperative learning strategies	Read High Level Practices in Special Education: Social/Emotional Behavioral **https://highleveragepractices.org/socialemotionalbehavioral/**
Class 13 11/28	Trauma-Informed Education	Read High Level Practices in Special Education: Instruction **https://highleveragepractices.org/instruction/**
Class 14 12/5	SAP DUE TODAY! Strategy Application Presentations	• Finalize SAP for next week

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 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)
    On Blackboard