George Mason University
College of Education and Human Development
EDSE 628-659: Elementary Reading, Curriculum, and Strategies for Students with Disabilities who Access the General Education Curriculum
Teach for America
Fall 2010

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Location: George Mason University, Arlington Campus

Course Description

This course applies research on teacher effectiveness, teacher accountability, instructional approaches, and advances in technology at the elementary level for individuals with mild disabilities. Course content includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies, and social skills; cognitive strategies in self-regulation, study skills, attention, memory, and motivation; and peer-mediated instruction including cooperative learning and peer tutoring.

This course will incorporate the evidence-based practices (EBPs) relevant to Elementary Curriculum learning strategies, constructing effective lessons, and literacy supports. These EBPs are indicated with an asterisk (*) in this syllabus. 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.

Student Outcomes

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

- describe elementary level intervention research and the associated issues in intervention research as applied to individuals with mild disabilities;
- describe and implement elementary level research-based curriculum and strategies for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities;
- describe and implement elementary level research-based cognitive strategies in self-regulation and metacognition, study skills, attention, memory, and motivation for individuals with mild disabilities;
- describe and implement elementary level research-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
- develop and implement strategies in curriculum to correspond with the Virginia Standards of Learning.

Relationship of Courses to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Mental Retardation. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for elementary curriculum and strategies for teaching individuals with emotional disturbances, learning disabilities, and mild mental retardation.

The CEC Standards are listed on the following web site:
http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html
CEC standards that will be addressed in this class include the following:

Standard 4 - Instructional Strategies
Skills:
- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

Standard 5 - Learning Environments and Social Interactions
Knowledge: (selected competencies)
- Demands of learning environments.
- Basic classroom management theories and strategies for individuals with exceptional learning needs.
- Effective management of teaching and learning.
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Social skills needed for educational and other environments.

Skills:
- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.

Standard 7 - Instructional Planning
Knowledge:
- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.
- National, state or provincial, and local curricula standards.

Nature of Course Delivery

Learning activities include the following:
1. Class lecture, discussion, and participation.
2. Videotapes and other relevant media presentations.
3. Study and independent library research.
4. Applications with relevant hardware and software.
5. Application activities, including in-class evaluation of intervention research and materials.
6. Class presentations.
7. Written activities using the American Psychological Association (APA) format.

Required Text

Vaughn, S. & Bos, C. S. (2009). *Strategies for teaching students with learning and behavior problems* (7*th ed.).* Boston, MA: Allyn & Bacon.

College Of Education and Human Development Statement Of Expectations:

Students are expected to exhibit professional behavior and dispositions. See http://cehd.gmu.edu/teacher/professional-disposition/ for a listing of these dispositions.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/departments/unilife/deanofstudents/honorcode/ for the full honor code.

Students with disabilities who seek accommodations in this course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See http://ods.gmu.edu/ or call 703-993-2474 to access the ODS.

Course Expectations:

- **Attendance:** Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments to earn the **5-point class participation grade**. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Missing **more than one class** or **repeated** tardiness/leaving early will result in the loss of this 5-point participation grade. Please notify me *in advance or as soon as possible* by phone or email if you will not be able to attend class.

- **Workload:** In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly in addition to time spent on papers and assignments.

- **Written and Oral Language:** **APA Style** is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: http://apastyle.apa.org/

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term "Mental Retardation" with "Intellectual Disabilities" in our oral and written communication in accordance with terminology choices in the disability community.

o **Academic Integrity:** Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean's Office.

o **Email: Please note that your GMU email will be used exclusively for this course and your Blackboard account requires the username and password for your GMU email account: Please activate and forward your gmu email to your most-checked account! Go to http://mail.gmu.edu. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.**

o **Be an Informed Student:** Negotiating all the requirements for your Master's and/or VA Licensure is extremely complex. It is recommended that you schedule a phone/email or in-person appointment with the Special Education Advisor, Jancy Templeton (jtemple1@gmu.edu 703/993-2387). You may also schedule with the Cohort Advisor, Terry Werner (twerner@gmu.edu 703-993-2064). Doing so each semester will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.

o **Student Responsibilities:**

  - Be on time for each class
  - Be prepared for each class by having any assignments done before the start of class
  - Complete written copies of assignment in appropriate format (all papers are to be typed and double spaced, written and double spaced, written using APA format, reviewed for grammar/spelling, **proofread**)

It is recommended that students tetain electronic and hard copies of ALL course products. Products from this class can become part of one's individual professional portfolio used to document satisfactory progress toward licensure as based on the CEC standardss.

Assessment of Course Requirements:

EVALUATION	POINTS
• Class Participation (attendance and in class)	5
• Summaries and Questions Assignment	5
• Strategy Application Assignment*	30*
• Strategy Application Presentation	10
• Unit Plan	25
• Group Presentation	25
Total	100

*TASKSTREAM SUBMISSION: Electronic Portfolios
This assignment is the "signature" assignment for the student portfolio and must be submitted digitally to Taskstream, your electronic portfolio. ***You should enter it as the signature assignment for CEC standard 4***. If you've never submitted to TaskStream before, you will need to self-enroll into TaskStream. You can access the Special Education website for information on TaskStream and other GMU-specific information: http://gse.gmu.edu/programs/sped/taskstream/. Every class you take in this program will have a signature assignment that must be submitted. In addition, you will be submitting other documents from your courses to complete your portfolio electronically. Always save electronic copies of your work!!
*Note: Every student registered for any EDSE course is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an "F" nine weeks into the following semester.

GRADING CRITERIA

95-100% = A
90-94% = A-
85-89% = B
80-84% = B-
75-79% = C
< 75% = F

- All assignments are due on the dates indicated. Consult with me *in advance* if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points per day will be deducted from your assignment grade for late papers **unless** I have agreed to an extension (may be used one time only). Maximum extension is 6 days. Please retain a copy of your assignments in addition to the one you submit.
- All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will be required to document your work with the GMU Writing Center during this course to improve your skills.
- Course participants wishing to suggest other learning activities may, with my approval, substitute these for a required activity.

Using Blackboard:

GMU's Blackboard will be used to post important information and presentations for this course and for you to check grades and communicate with your classmates.

You should check Blackboard at least once a week and right before class to make sure you are informed about class/GMU issues.

Your GMU email address must be activated in order to use the **Blackboard** system.

The following is how you will access **Blackboard:**

Enter the URL http://mymason.gmu.edu into your browser location field.

Your GMU user name and current password are used to login. You will begin using Blackboard following class session #2 of this course.

Major Learning Activities:

Strategy Application Assignment   Required Artifact for Portfolio. **This is your Signature Assignment.**

STEP 1:   Select an intervention research article from a professional journal

(e.g., *Learning Disabilities Research and Practice, Behavioral Disorders, Exceptional Children*) and have it approved. The focus of the article must include support for an elementary level research-based strategy for teaching reading, language arts, math, science, social studies, and/or social skills for individuals with mild disabilities; *or* the focus must be on cognitive strategies in self-regulation and metacognition, study skills, attention, memory, or motivation for individuals with mild disabilities. Please see instructor for assistance in selecting an article and you must select your article by the third class. Your research article must be approved prior to beginning your assignment. You may want to email or call the instructor with the complete article citation and a brief description first.

STEP 2: Read the article thoroughly.

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

STEP 3: Implement this intervention in your own class or that of another teacher and describe the results.

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

FIVE Components of the Paper:

1.   **Cite** the article. For the citation of the article use APA format. This web site is an APA reference.

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

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

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

instructional procedures on all measures. In addition, students who were trained in the self-monitoring plus summarization strategy outperformed those students in the summarization alone strategy on the transfer measure that used social studies passages.

3. The **Intervention/Strategy** should be described first in detail here with any and all **MATERIALS** described!! Then…lead into a detailed **description of the PROCEDURES/METHODS (instruction/intervention)** that occurred during YOUR application of the strategy. Please make note as to how you amend the procedures/materials/ or other from the article you selected. For example, perhaps there were multiple components of the original intervention/strategy, but you modified a component or selected only a few steps of the strategy.

EXAMPLE:

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

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

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

"Who or what is the passage about?"

"What is happening to them?"

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

Traditional Instruction Condition

Students in this condition previewed stories and practiced vocabulary words identified by the publisher. Then they read the passages and answered questions about the passages throughout the two-day training sessions.

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

4. Describe all of the **RESULTS** and provide a discussion of your findings. The first few sentences can provide summary accounts of your findings. You should present your findings in comparison to the results found in the original article.

EXAMPLE: …the addition of a self-monitoring sheet for increasing attention appeared to dramatically improve the attention and academic performance of my students with ED and LD during math, but not during reading. I measured rate of attention by…..I measured academic performance with a pre-post test….

5. Then, **EVALUATE** and provide some insights as to why you might have obtained the findings. Describe how you could adapt the strategies to go up and/or down in grade/age and ability levels. For example, if the study was implemented with students with LD from an elementary level, could you adapt the strategy for students with ED and still maintain the effectiveness? How could you adapt the strategies to accommodate students from various cultural and linguistic backgrounds? Describe whether or not you like this strategy personally and provide a rationale for your professional opinion. Use your judgment based upon class discussions, readings, and experiences.

> Guiding Headers for the Strategy Application Paper:
>   A. Citation
>   B. Summary of Research Article
>   C. Intervention/Strategy Description
>   D. Procedures/Methods
>   E. Results
>   F. Evaluation/Discussion

Exemplary paper (28-30 points): Appropriate research article, appropriate topic, identifies focus of the research study, strategies, and findings. Describes how the strategy was implemented in your own or colleague's classroom (participants, setting, materials, procedures, and results); interventions are clearly described and thoroughly understood; appropriate discussion of findings, and discussion of implications of this intervention for students and how this intervention may be used for future students. Paper is reflective and demonstrates a thorough understanding of the research supported intervention strategy. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

Adequate paper (24-27 points): Good overall paper, lacking in one or two of the criteria. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Marginal paper (21-23): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style.

Inadequate paper (1-20): Paper with substantial problems in important areas such as writing, description of interventions, overall thoughtfulness.

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

Strategy Application Presentation

1. Be prepared to present a 5-minute oral summary of your written paper.
2. Prepare a one-page summary for all students in class – make sure to include your name and the reference for your article.
3. Prepare materials to use in your presentation
4. Hand in 1 copy of your presentation materials to the instructor.

Scoring Criteria for Presentation:
Exemplary response: (10 points): Keeps within the time limits; Demonstrates knowledge of research topic and is able to effectively convey information to audience; reflects poise, clarity, knowledge and enthusiasm; effective use of prepared materials; keeps the audience engaged

Adequate presentation: (8-9 points): Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less prepared or somewhat unclear in understanding of topic.

Marginal presentation (6-7 points): Presentation provides relevant information, but demonstrates a limited understanding of topic or project. Style, handouts, or visual may be less than adequate.

Inadequate presentation (1-5 points): Weak overall presentation that reflects very little knowledge of topic or project. Appears poorly prepared or has not followed directions. Handouts or visual aids are lacking.

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

Reading Unit Assignment

In a small group, prepare an elementary reading unit plan, that is, a 1.5-2-hour block for 5 days that incorporates the 5 components of reading instruction (phonemic awareness, phonics/alphabetic principle, fluency, vocabulary, and comprehension) each day. You will use the Active Teaching Model (see Blackboard) to structure the lesson. The unit plan should address specific well-defined skills from the Commonwealth of Virginia's Elementary (Grades 1-5) SOLs (http://www.doe.virginia.gov/go/Sols/home.shtml) in Reading (You'll look under the English SOLs to find Reading standards). Your unit plan must include the following items:

➢ A **unit overview** including the Grade level, SOL(s), **Measurable** Unit objectives, and reference to the lesson in which each is introduced.
➢ 5 lesson plans structured according to the Active Teaching Model
➢ Samples of at least one activity (worksheet, graphic organizer, etc.) for **each** lesson that show differentiation for students with ELN.
➢ Evidence of at least one instructional strategy from your text that is geared to assist a student to access, organize and/or recall the reading material. The strategy must be highlighted or noted in the plan and a sample of the content integrated into the strategy must be present, e.g. a first letter mnemonic devised to teach the steps in passage comprehension)
➢ Each day's lesson must have some form of assessment. Assessments may be informal (teacher observation) or formal. However 2 formal sample assessments for the unit are required. One should be a pre-test or mid-unit check, and the other an end of unit assessment. One may be a traditional test like those provided by publishers, (with some adaptations noted) or a cbm (curriculum-based assessment). You may be creative, but make sure you address your objectives.
➢ If you use commercially available lessons, parts of lessons, or assessments, YOU MUST CITE THE SOURCE!!!!
➢ Identify and show evidence of the use of technology. This may be something you use to instruct, or software you used to construct student worksheets, templates or assessments. It also includes websites used as sources for information, or instructional materials.
➢ Include a reference section for your unit.

Group Presentation: Elementary Instructional Strategy Training

Your group will present a strategy to be used to help students acquire or retain content area information or skills. Your group will be assigned an instructional area such as Reading, Writing, Spelling, Math, Science, Social Studies or Study Skills and will teach the rest of the class the strategy. Your strategy should have broad application to be considered effective.

Your presentation should include an introduction which features a statement of the challenges the strategy is meant to address, a research section describing/ supporting the effectiveness of the strategy (at least 3 references), a detailed description of how to implement the strategy, a handout for each of your classmates summarizing the strategy, examples of how the strategy can be adapted for different ages/grades, and a resource/reference section. You will have 45 minutes for your presentation, and each group member must contribute equally to the development and presentation of the content.

Class Participation:

- Active and thoughtful participation in class and collaboration with peers in class activities
- Evidence that readings have been completed and student is prepared for class.
- ***No more than 1 absence/no excessive tardiness/leaving early***

 Summaries and Questions Activities:

1. At the end of each class, each student will be required to write down a big idea that they understood from the lecture and word it as a summary statement.
2. Each student will also identify and write down something that they do not yet fully understand from that evening's lecture or topic and word it as a summary statement.
3. Five students will be asked to share their statements with the class and their classmates will try to clarify the summary statements from item number 2.

Unit Plan (25 points possible)

	Exemplary	Good	Acceptable	Inadequate	Missing
Overview Student(s) provide a clear introduction to the unit including Students/Teachers, grade level, SOLs addressed, *measurable* objectives, and links to lessons (5 points)					
Lessons 5 Complete lessons are provided following the Active Teaching Model. Samples of student activities are provided. (7.5 points)					
Instructional Strategy(ies) are identified for the unit and rationales provided as to how they will help students with disabilities access the standards and improve reading skills. Use of technology in lesson planning is evident (5 points)					
Assessment One for each lesson is described, along with 2 samples of formal assessments for the entire unit. (5 points)					
Writing Reflection is written to graduate-level standards, in APA style, and there are very few writing or printing errors. A reference section is included (2.5 points)					

Student Name_____

Group Project Presentation (25 points possible)

	Exemplary	Good	Acceptable	Inadequate	Missing
Overview Students provide a clear statement of need for strategy, supporting research, and application for strategy across age/grade levels (5 points)					
Handouts Give an overview and steps to teach the strategy to elementary students. Concise and effective. (5 points)					
Presentation All group members participate, Presentation sticks to time limit, is lively, interesting, and it is clear that much preparation has gone into its development (7.5 points)					
Resource/Reference Section It will be clear to peers how to find out more about the strategy and how to apply it. Citations are in APA style (5 points)					
Electronic Collaboration The presentation is submitted electronically to the instructor and is intelligible to anyone who accesses Blackboard (2.5 points)					

Group: _____**Grade:**_____

Proposed Class Schedule

Session Date	Topic	Reading to do *after* this session	Assignments Due *this* Class Session
1 8/26	Course Introduction Understanding By Design*	Chapters 1, 2	
2 9/2	Understanding By Design*		
3 9/9	Differentiatied Instructional Strategies and Understanding by Design*	Chapters 3	
4 9/16	Classroom Instruction That Works, Marzano		
5 9/23	Oral Language*, Reading*	Chapter 6,7	
6 9/30	Reading*	Chapter 8	
7 10/7	Reading*	Chapter 9	Strategy Application Assignment Due
8 10/14	Language Arts		
9 10/21	Group Work		
10 10/28	Group Work		
11 11/4	Science, Social Studies, Social Skills	Chapter 4 and 10	Unit Plan Due
12 11/11	Mathematics, Attention, Memory, Motivation	Chapter 11	

13 **11/18**	**Collaboration and cooperative Learning**	**Chapter 5**	
14 **12/2**	**Presentations**		**Group Project/Presentation Due**
15 **12/9**	**Presentations**		
16 **12/16**	**Presentations**		

This syllabus is subject to change to meet class needs