George Mason University
Graduate School of Education
EDSE 628: Elementary Reading, Curriculum, and Strategies for Students with Disabilities Who Access the General Education Curriculum
Fairfax County, Section 666

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Course Location: Fairfax HS, room A133, Fairfax County Public Schools
Course Dates & Time: Wednesdays, March 23, 2011 – May 25, 2011, 4:30p – 9:00p
- Spring Break: April 20, 2011

NOTE: This syllabus is dynamic—it may change according to emerging needs, formative evaluation of the course, and unpredicted opportunities….

"Teaching is the highest form of understanding." -Aristotle

"It's not what is poured into a student that counts, but what is planted." -Linda Conway

"Setting an example is not the main means of influencing another, it is the only means." -Albert Einstein

"In an effective classroom students should not only know what they are doing, they should also know why and how." -Harry Wong

"If you have knowledge, let others light their candles at it." ~~ Margaret Fuller

Syllabus Bookmarks:
- Additional Notes
- Assessment of Course Requirements
- Assessment Tool/Matrix
- Attendance and Participation
- Calendar
- CEHD Statement of Student Expectations and Campus Resources
- Chapter Presentations
- Course Description
- Course Expectations – Part I
- Course Expectations – Part II
- Course Student Outcomes
- Evidence Based Practices
- General Directions for Assignments
- Major Learning Activities
- Nature of Course Delivery
- Personal Statement
- Portfolio Assessment Criteria on TaskStream
- Relationship of Course to Program Goals and Professional Organizations
- Required Text and Materials
- Research Reviews
- Signature Assignment
- Strategy Application Project
- TaskStream

Course Description

EDSE 628 applies research on instructional approaches in elementary curriculum for individuals with disabilities accessing the general education curricula. It includes curriculum/instructional strategies in reading, language arts, mathematics, science, social studies, study skills, attention/ memory, and peer mediated instruction.

EBP
This course incorporates 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.

Course Student Outcomes

Upon completion of this course, students are able to:
- Describe and apply to their pedagogical philosophies and practices frameworks for organizing instruction and implementing effective teaching practices;
- Investigate instructional intervention research and associated issues as applied to elementary students with mild disabilities and apply the research to practice;
- Describe and implement learning strategies for teaching age appropriate curriculum (reading, writing, language arts, math, science, and social studies) to elementary students with mild disabilities;
- Describe and implement with elementary students with mild disabilities research-based cognitive strategies for self-regulation, metacognition, thinking skills, study skills, attention, memory, organization, and encouraging motivation;
- Describe and implement with elementary students with mild disabilities research-based strategies for peer mediation, including peer tutoring and cooperative learning, for elementary students with mild disabilities; and
- Implement instructional strategies to support instruction of the Virginia Standards of Learning (SOL) for elementary students with mild disabilities.

Products from this class may become part of your individual professional portfolio, which is used in your portfolio classes and documents your satisfactory progress through the GSE program and the CEC performance based standards. It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program.

Nature of Course Delivery

Students:
- 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. Instructor and student 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 instructor at times will use Socratic dialog and problem-solving tools and techniques. Students are expected to know and use e-mail for course communication with the professor and other students and to use Blackboard for course assignments and sharing.

Required Texts & Materials

- Vaughn, S. & Bos, C. S. (2009). *Strategies for teaching students with learning and behavior problems* (7th *ed.).* Boston, MA: Allyn & Bacon.
- Use of online resource materials from the IRIS Center: http://iriscenter.com/resources.html.
- Additional resources and readings are assigned as necessary, as per instructor discretion.

Course Expectations – Part I

- Students are required to (a) attend all classes during the course, (b) arrive on time, including back from break(s), (c) stay for the duration of the class time, (d) participate in all class activities (both face-to-face and via Blackboard or other electronic means), and (e) complete all assignments on time. Attendance and professionally relevant, active participation that demonstrates proper professional are expected in class sessions for a grade of B or better. The GMU CEHD Professional Dispositions (http://gse.gmu.edu/facultystaffres/profdisp.htm) serve as a minimum standard for class member behavior.

- Attendance at all sessions is very important. Many of the activities in class that contribute to building and revising conceptual models and personal orientations are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be

presented in class that are not a part of the text and can be experienced only in the class sessions. ***Students who miss class time will be required to complete additional assignments determined by the instructor.*** These include but are not limited to writing a 5-page paper with references on any or all topic(s) addressed in the class time during which the student was absent. The work must be submitted by the start of the next class session to be considered on time. The requirements for all class learning activities apply to the "missed class" assignments.

- ***Attendance points missed for any absence without instructor contact before class cannot be made up. Two (2) or more unexcused class session absences will result in no credit for this course.*** If you feel you cannot adhere to the assignment and class schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

- Many course handouts, slide presentations, and class assignments will be posted on Blackboard. Students are responsible for accessing these materials, having materials available for each class, and ***electronically submitting to the instructor, prior to use in class, materials to share in student conducted class activities, following designated file name protocols.***

- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot ***at least*** two hours per course meeting hour (or ***at least*** ~9 hours per week for this course) for class session ***preparation*** (reading, study, planning, etc.). This is ***in addition to*** non-face-to-face class session time and time devoted to completing course projects.

- All learning activity assignments are required to be completed and submitted on time. ***When the format for assignment response is print/hard copy, to be considered handed in on time the print/hard copy must be received by the instructor by the start of the class session by which the assignment is due.*** Additionally assignments are to be submitted on time to the class Blackboard site in appropriate assignment drop boxes ***using designated file name protocols***. Assignments that are not submitted in the required format(s) at the required time are late, even if they later are handed in (hard copies to the instructor) and/or accepted for submission via the dropbox. ***If an assignment is not submitted on time IN PRINT/HARD COPY it is LATE even if submitted on time electronically!!!***

- Your GMU e-mail address and the instructor's GMU e-mail address are the only e-mail addresses that will be used for communication in this course. Please make sure your GMU e-mail is activated and checked daily for communications from the instructor as well as for university announcements.

- Please send outgoing e-mail messages to the instructor and class members only through your GMU e-mail account and NOT through the GMU Blackboard site or through your personal e-mail account(s). The instructor will not reply to e-mail that is sent from the Blackboard account nor will the instructor with any regularity check e-mail in her Blackboard account.

- All student work may be shared in future sections of EDSE courses taught by Dr. Sheryl Asen. Author credit explicitly will be given to the student authors for their work.

Assessment of Course Requirements

The major portion of your learning in this course will be the result of your personal involvement with and investigation of the materials and topics and of your application of the principles to your own situation. The instructor's role is to facilitate and to provide a favorable environment in which learning can take place. The major responsibility necessarily rests with the student.

All assignments, to receive full credit, must reflect graduate-level conception, planning, creativity, and execution, including accuracy of spelling, syntax, and grammar, and must include all components of the assignment, including following file formatting and naming conventions described in the syllabus (see individual assignment descriptions for examples).

Input from the student is required for assessment of assignment quality and evaluation of overall growth and mastery; however, final grading is based on the judgment of the instructor. At the end of the course, students are required to submit the course assignment self-evaluation. The course assessment tool used by the instructor and by the student for self-evaluation is provided at the end of this document.

Grading Scale
94 – 100 points **and** earning a Signature Assignment evaluation of "3" **and** completing all assignments = A
90 – 93 points = A-
86 – 89 points = B+
80 – 85 points = B
70 – 79 points = C
   < 70 points = F

The instructor may award additional points beyond an assignment's weight to the evaluation of a student's work. The instructor may also award plus (+) or minus (-) components to a project grade or to the course grade based on class community and individual effort as demonstrated through participation, collaboration, cooperation,

contribution, leadership, effort, and other collegial and scholarship factors, including the evaluation recorded for the Signature Assignment in TaskStream.

Major Learning Activities

"It is not good enough to have a good mind; the main thing is to use it well."

~~ Rene Descartes

Course participants wishing to suggest other learning activities and/or other modes of expression for all assignments *except* the Signature Assignment may, ***with prior instructor approval***, substitute these for a required activity and/or format.

I. Attendance and Participation (25% of final grade)

The dynamic for participation and the resulting course credit is achieved through active, thoughtful, deliberate participation in and completion of all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully. Other important components of this part of the grade include but are not limited to the following:

A. Attendance in class. Included in attendance are promptness (getting to class and back from breaks on time), being present for the full duration of class, and appropriate time allocation to activities and assignments both in and out of class face-to-face meeting time. For unexcused absences, students will lose 2 points per clock hour of class time missed; however, ***two (2) or more unexcused class session absences will result in no credit for this course.*** See "Course Expectations" parts 1 and 2 for more information.
B. Preparedness: Coming to class prepared with required materials, including all assignments due are completed and submitted on time.
C. Participation: Actively engages in class activities and demonstrates professional dispositions. Participation includes activity online in Blackboard discussions and reflections. Each class member is required to participate in *all* class online discussions on the course Blackboard site through posting a ***substantive*** response, which indicates the respondent has read the chapter, at least once on each topic (and all are encouraged to post more than one response as appropriate to promote dialog and understanding). The quality and frequency of a respondent's participation in the online discussion will be reflected in the grading of Attendance and Participation.

II. Chapter Quizzes (18% of final grade)

For each of the course text chapters 6 through 11 students will take an in-class quiz on the chapter content. Each quiz will have 5 questions. Each correct response is worth .5 points (6 chapters x 6 questions x .5 points = 18 total points). Missed quizzes resulting from an unexcused absence cannot be made up. Make up assignments may include a separate in-class quiz, a quiz to be constructed by the student that is modeled on the class quizzes, or other options determined by the instructor.

III. Research Reviews (17% of final grade)

Each student locates and analyzes 4 articles from peer-reviewed special education journals that summarize **_research_** on strategies instruction for a given facet of elementary content and appropriate school behaviors for students with disabilities who access the general curriculum.

Students work in teams of 3 or 4 (number subject to adjustment, depending on course enrollment). Each team member will be responsible for one article in each of 4 topics. Team members must each choose 4 of sixteen topics. The instructor will work with the students to ensure all topics are addressed among the total class membership and within a team and that no topics within a team are duplicated.

Select research articles from professional journals. The focus of the articles must pertain to elementary level **_research-based strategies_** for teaching elementary level students with mild disabilities (ED, LD, and/or, ID). For assistance in selecting research articles, contact:

- Ms. Jackie Peterson, KIHD Librarian: jpetersk@gmu.edu, 703-993-3672, GMU Fairfax campus Krug Hall room 110.

- Anne Driscoll, Reference Librarian, Fenwick Library: adrisco2@gmu.edu, 703-993-3715, GMU Fairfax campus Fenwick Library room A244.

If you have questions about the appropriateness of an article, contact the instructor prior to submitting your review.

Work with those *on other teams* who are responsible for the same topics to ensure that there is no duplication of articles reviewed *within the class*. Teams will meet during class time to orally share research article salient points and findings and conduct peer review of and provide feedback about written summary drafts. This peer review requirement signifies that teammates take responsibility for helping each other prepare well-written, complete reviews. Peers will be asked to verify that the assignments they review are complete (all components are present) and the quality of the written research review summaries meets graduate level writing standards.

Topics for strategies investigated are the following.

Attention	Executive Function / Organization / Planning	Mathematics	Memory
Metacognition/ Self-Regulation	Oral Language	Phonemic Awareness	Phonics
Reading Comprehension	Reading Fluency	Science	Spelling
Study Skills / Self-Instruction	Social Studies	Vocabulary Development	Writing

For submission to the instructor, for **each** research review the student prepares a short paper that includes:

- The article citation in APA format.
- A summary, in the student's own words, of the research article that includes:
  - The name and description of the strategy, noting the general steps/procedures for and any conditions of implementation;
  - The research questions(s) investigated;
  - The conditions of the study/how the strategy was implemented (e.g., participants; setting; time frames);
  - Findings/results of the implementation, including implications for implementation;
  - Any conclusions and next steps presented by the researchers; and
  - A concise reflection on specific points that the assignment brought into focus or reinforced for you about strategy instruction and what you will apply from this exercise to your professional situation

For each research review, a summary and its associated learning tool/aid are brought to class for sharing and peer review/feedback. Each team member brings a different article/strategy per week. For the final week review, each team member brings a draft of the short reflection paper for sharing and peer review. Additionally, each student comes prepared to the class session as noted on the course calendar with a one or two sentence description of the strategy, which will be shared in an in-class activity.

After completion of the Research Review assignment, each student submits a self-evaluation of his/her work on this assignment. The self-evaluation is due in print and in the Bb assignment drop box at the start of the class session following the class culminating Research Review activity (noted as "carousel" on the course calendar for the 7th class session).

You may substitute the format for your reviews and reflection with an alternate mode of presentation, such as a slideshow, video, or podcast or other approach; however, any alternative to a written paper must be discussed with and agreed to by the instructor prior to the date on which the last in class peer review of the project occurs, must include all assignment elements, and must be in a format which may be posted to the class Blackboard site.

File name protocol: (LastF)(topic).doc
Example: AsenSmetacognition.doc

In the file name you may abbreviate or truncate the topic with a sensible alternative if necessary to meet file name length parameters (e.g., rdgcomp for reading comprehension; execfunc for executive function).

If you submit a separate file for the learning tool/aid, add "tool" or "aid" to the end of the file name; for example, using the topic in the sample above: AsenSmetacogntiontool.doc.

III. Chapter Presentation (17% of final grade)

All students in the course are responsible for reading the course text chapters according to the course calendar. Additionally, each student participates in a group presentation focused on one chapter in the required text. It is possible that there may be a team assigned content other than a chapter. The purpose of the presentation and its activities is to assist class members in processing and applying the chapter's essential content to elementary level strategies instruction.

The chapter group creates and posts on Blackboard two questions to stimulate reflection about the readings. The questions should be of higher cognitive demand— that is, they should require analysis, synthesis, and/or evaluation (which may included reference to but not sole focus on personal application of strategies and techniques noted in the readings). A team member (or members) acts as the Bb discussion moderator by moving along the discussion with probes (What's your rationale? Please explain what you mean by…., etc.), and refocusing attention on the question when the Bb discussion drifts irrelevantly off course. The Blackboard discussion runs from 10:00p on the Wednesday prior to the group presentation to 7:00p on the Monday prior to the group presentation. The team will incorporate response to and/or reflection on the Bb discussion into the presentation--the Monday deadline gives the team time to do so.

The chapter team members are responsible for working as a group to develop a 60 – 75 minute presentation. The main thrust of the presentation is participatory activities (e.g., practicing strategy steps; role playing student-teacher interactions; reacting to a case study/scenario) and using/exploring related artifacts (e.g., a handout summary chart). The presentation may include a discrete, brief review of any content and concepts in the chapter essential to understanding and implementing the presentation's strategy activities—this aspect may be blended into activities. The presentation, however, mainly focuses on assisting participants in gaining understanding of and confidence in implementing strategies. Additionally, the presentation should briefly address salient points made and questions raised in the chapter Blackboard discussion. The team is encouraged (but it is not required) to include additional research to supplement information on the topic.

The presentation also should include sharing with participants supporting information, such as copies of templates used in activities, a summarizing pamphlet, etc. (Please be sure to adhere to copyright regulations.) Such materials/documents and any PowerPoint presentations used as part of the chapter presentation are ***due to the instructor electronically via the Bb dropbox the day of the presentation***. The instructor later will post these to the class Bb site so classmates may access the materials in the future.

At least 1 day prior to the presentation (that is, by 4:30p the Monday before the presentation), a group member submits via e-mail to the instructor (copied to all team members) a list of which team members have responsibility for which components of the assignment.

Following completion of the presentation, team members will be asked to evaluate their presentation and to comment on team members' roles, responsibilities, and teamwork/effort/participation. This self and team evaluation is due at the start of the next class following the presentation.

File name protocol: Chap(#)(Descriptor).(file type)
Example: Chap8Overview.ppt
Example: Chap8Handout1.doc
Example: Chap8MemoryAid.pdf

For information on effective presentations and tips, go to:
http://www.the-eggman.com/writings/keystep1.html
http://go.owu.edu/~dapeople/ggpresnt.html
http://www.auburn.edu/~burnsma/oralpres.html
http://www.presentationmagazine.com/Essential_Presentation_skills.htm
http://www.timetomarket.co.uk/presentation-skills-tips_November.htm

For information on effective use of slideshow/PowerPoint presentations, go to:
http://mason.gmu.edu/~montecin/powerpoint.html
http://my.opera.com/vevola/blog/show.dml/275335
http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm (see related links on this web page)

Recommended books:
Garmston, R. (2005). *The Presenter's Fieldbook: A Practical Guide.* Norwood, MA: Christopher-Gordon.
Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn.* Alexandria, VA: ASCD.

IV. Signature Assignment: Strategy Application Project (23% of final grade)

The Strategy Application Project is the Signature Assignment for this course. As such, students submit their work to their portfolios on TaskStream. The Strategy Application Assignment addresses the following knowledge and skills.

- Possesses a repertoire of research-based instructional strategies for individualized instruction.
- Promotes positive learning results in general and special education curricula.
- Modifies learning environments.

- Emphasizes the development, maintenance, and generalization of knowledge and skills.

To achieve these standards through the Signature Assignment, students:
- Find in a professional publication a *research article* that focuses on implementation of a specific *research-based strategy* with elementary students with mild disabilities;
- Read the article with the purpose of comprehending, then emulating use of the strategy;
- Implement the strategy with (a) student(s) in approximately 4 to 6 instructional sessions of 15-30 minutes each. (NOTE: the number of sessions and the amount of time per session varies appropriately according to the strategy.); and
- Collect data on student progress and implementation.
- If you have difficulty finding a K-12 student for this assignment, GMU's Field Placement Specialist Lauren Clark (lclarkg@gmu.edu) can assist in placing GMU students at school sites. GMU is required to track where self-placed students will complete their field experiences. Consequently, each EDSE 628 student must access http://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 Strategy Application Project assignment results in the Signature Assignment artifact, a research paper in which the student:
   A. Creates an abstract of the student's project (not of the cited research study) that precedes the main body of work;
   B. Introduces the topic, emphasizing the effect exceptional conditions can have on individual learning and noting the significance/relevance of the strategy to instruction of students with mild disabilities;
   C. Identifies the research article, using APA citation format;
   D. Summarizes the overall research conducted and key points noted in the article (in his/her own words—the original article abstract is NOT inserted);
   E. Describes the intervention strategy in detail (e.g., conditions and materials needed; explicit implementation steps that guide the reader through use of the strategy);
   F. Describes the study's conditions:
      - The student subject(s), including, if appropriate, the interaction of the student's exceptional conditions with the student's language, culture, and background (description only—no identifying specific facts are revealed);
      - The curriculum content and VA SOL to which the strategy is applied (or, if not applicable, explanation of why not and of relation to student IEP goal)
      - A rationale for why the strategy is appropriate for the student(s) participant(s)—that is, implications of the intervention's use for the student(s);
      - Any accommodations and modifications made, with rationale

- The specific setting; procedures/methods to implement the strategy; and timelines, including the suitability of the study's duration (number of sessions implemented over time frame)
- The plan for progress monitoring

G. Presents, analyzes, and discusses the findings by citing specific evidence and includes:
- Appropriate data display(s), such as tables, charts, graphs, figures
- How these results compared to expectations based on the research article and influencing factors;

H. Evaluates the effectiveness, including consideration of influencing factors;
I. Discusses implications of the findings for instruction of the student subject;
J. Recommends accommodations and modifications for different student populations (e.g., age; disability; cultural background);
K. Reflects on what you have gained from the strategy application experience; and
L. Includes any relevant appendices (e.g., a copy of a graphic tool used/created for the implementation; progress monitoring chart).

The organization of the paper should be logical and promote "flow" for the reader. 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)
Section I: Introduction (item B)
Section II: Research Evidence (key information about the program; items C and D)
Section III: Strategy Implementation (items E and F)
Section IV: Results (items G and H)
Section V: Conclusion (items I through L)
Appendix/appendices

Drafts of the project will be shared with peers for review and feedback in two phrases. Phase 1 includes project information for items A – F above; phase 2 includes project information for items G – L. This peer review requirement signifies that teammates take responsibility for helping each other prepare well-written, complete projects. Peers will be asked to verify that the assignments they review are complete (all components are present) and the quality of the written project meets graduate level writing standards.

At the last class session each student hands in the print version of his/her project, project summary, and orally presents the summary of his/her project. The oral and written summaries include a succinct description of the strategy, subject(s), conditions, and results. As part of the presentation, the student shares a written overview, which also will be posted by the instructor on the class Blackboard site. The written overview is a 1-2 page handout that cites the research article, describes the strategy, and presents the student's written summary of his/her research. Any instructional tool/aid created for the application of the strategy is included as an appendix to the handout.

Each student brings to class the day of the presentation a self-evaluation of his/her work on the Strategy Application Project/Signature Assignment and submits the self-evaluation to the Bb drop box by the start of the final class session.

The Strategy Application Project/Signature Assignment is due via posting on TaskStream and the course Blackboard assignment dropbox by 4:30p on the last day the course meets. Any artifacts submitted to TaskStream are to be combined into ONE file.

Strategy Application Project
File name protocol: (LastF)628666SAP.doc
Example: AsenS628666SAP.doc
Example: AsenS628666SAP.pdf

Handout for the Oral Presentation
File name protocol:
(LastF)628666SAPsum.(file type)
Example: AsenS628666SAPsum.doc
Example: AsenS628666SAPsum.ppt
Example: AsenS628666SAsum.pdf

EDSE 628-666 Spring II Course Calendar   *** = Evidence Based Practices**

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

- For **ALL** assignments that require written/hard copy work, ***to be considered submitted on time the print version must be handed in no later than the start of the designated class at which the assignment is due.***
- For **ALL** Blackboard discussions, in addition to substantive responses that reflect the readings, ***postings must be made no later than 7:00p the Monday after the discussions begin.***

Class	Topics for Class This Week	Assignments for *Next* Class

Class 1
3/23/11
	• All Means All & Introductions
	• Why access the general education curriculum?*
	• Course Overview / Syllabus
	• Course assessments
	• Topics & Teams (research articles and chapter presentations)
	• Registration & Other Housekeeping
	• Our Big Ideas About Teaching & Learning*
	• How People Learn*
		For 3/30/11 class:
		• Read Chapter 2 "Approaches to Learning and Teaching". Make a list of which aspects of the learning theories currently guide your practices and which you could newly incorporate into your instruction.
		• IRIS module Universal Design for Learning (UDL)
		• IRIS module Providing Instructional Supports: Facilitating Mastery of New Skills
		• Bring to class:
		    ○ A list of which aspects of the learning theories in Chapter 2 currently guide your practices and which you could newly incorporate into your instruction. (LastFlrngtheories.doc)
		    ○ Your IRIS: UDL module Barsch inventory (LastFbarsch.pdf)
		    ○ Responses to IRIS: UDL module assessment Q#1, 2, 3, 4 (LastFudl.doc)
		    ○ Responses to IRIS: Instructional Supports Assessment Q#4 and final thoughts (LastFscaffold.doc)
		• Add items due to Bb drop boxes (once the class

		Bb site is operational)

Class	Topics for Class This Week	Assignments for *Next* Class
Class 2 **3/30/11**	• Note Taking* • Structure of Curriculum* • Approaches to Learning and Teaching* • Instructional Design (ID) considerations* • Goals, objectives, observable behaviors, and their relationships to assessments* • Lesson Structures* • Generative vs. Supplantive Strategies* • Chapter 2 quiz • Adaptations, Accommodations, Modifications* • Universal Design for Learning* • Scaffolding*	For 4/6/11 class: • Read text Chapter 6 "Assessing and Teaching Oral Language". • Bb discussion on Chapter 6 • IRIS: Using Learning Strategies • Bring to class: o IRIS: Learning Strategies initial thoughts and final thoughts written response (LastFstrategies.doc) o Be ready to discuss all Assessment Questions. o Draft of research review #1 with tool/aid (e.g., LastFmetacognition.doc) • Add items due to Bb drop boxes
Class 3 **4/6/11**	• Management by Profile* • Using Learning Strategies* • Memory & Emotion* • Presentations/activities on Chapter 6 "Assessing and Teaching Oral Language"* • Chapter 6 quiz • Peer review of/feedback on research review #1*	For 4/13/11 class: • Read text Chapter 7 "Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition" • Bb discussion on Chapter 7 • IRIS: PALS (Peer Assisted Learning Strategies): A Reading Strategy for Grades K-1 • Bring to class: o IRIS: PALS K-1 written response to Assessment Q#5 (LastFPALSk1.doc) o Final version of research review #1 o Draft of research review #2 with tool/aid • Add items due to Bb drop boxes

Class	Topics for Class This Week	Assignments for *Next* Class

Class 4
4/13/11
	• Children of the Code*
	• Presentation/activities on Chapter 7 "Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition *
	• Chapter 7 quiz
	• Graphic Organizers (Targets of Learning)*
	• Peer review of/feedback on research review #2
	• Continue strategies investigations*
		For 4/27/11 class:
		• Read text Chapter 8 "Assessing and Teaching Reading: Fluency and Comprehension"
		• Chapter 8 Bb discussion
		• IRIS: PALS (Peer Assisted Learning Strategies): A Reading Strategy for Grades 2-6
		• Thinking Maps Assignment
		• Bring to class:
		  o Final version of research review #2
		  o Draft of research review #3 with tool/aid
		  o Your Double Bubble Map from the Thinking Skills Assignment
		• Add items due to Bb drop boxes

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Class 5
4/27/11
	• Presentations/activities on Chapter 8 "Assessing and Teaching Reading: Fluency and Comprehension"
	• Chapter 8 quiz
	• Read Naturally (example of a research-based reading fluency program)*
	• Dyslexia
	• Peer review of/feedback on research review #3
	• Continue strategies investigations*
		For 5/4/11 class 6:
		• Read text Chapter 9 "Assessing and Teaching Writing and Spelling"
		• Chapter 9 Bb discussion
		• IRIS module Cultural and Linguistic Differences: What Teachers Should Know
		• Bring to class:
		  o Final version of research review #3
		  o Draft of research review #4 with tool/aid
		  o IRIS: Cultural and Linguistic Differences written response: What strategies can you use to make writing instruction culturally responsive?
		• Add items due to Bb drop boxes

Class	Topics for Class This Week	Assignments for *Next* Class

Class 6
5/4/11
	• Presentations/activities on Chapter 9 "Assessing and Teaching Writing and Spelling"
	• Step Up to Writing*
	• Cultural responsiveness*
	• Spelling skills aids*
	• Chapter 9 quiz
	• Peer review of/feedback on research review #4
	• Continue strategies investigations*
		For 5/11/11 class 7:
		• Read text Chapter 10 "Assessing and Teaching Content Area Learning and Vocabulary Instruction"
		• Bb discussion Chapter 10
		• IRIS module CSR: A Reading Comprehension Strategy
		• Bring to class:
		  o Final version of research review #4
		  o Summary sentences about each research review strategy
		  o Draft of Strategy Application Project/Signature Assignment, phase 1
		  o IRIS: CSR written responses to Assessment Q#2 and Q#5b
		  o A content area reading selection with which you would use CSR
		• Add items due to Bb drop boxes

Class 7
5/11/11
	• Research Reviews Carousel*
	• Presentations/activities on Chapter 10 "Assessing and Teaching Content Area Learning and Vocabulary Instruction"
	• Chapter 10 quiz
	• Practicing CSR
	• Social Studies Alive!
	• Science 5E's
	• Within teams, individual presentations on and group discussions about Strategies Application Project, phase 1; peer review/feedback
	• Continue strategies investigations*
		For 5/18/11 class 8:
		• Read text Chapter 11 "Assessing and Teaching Mathematics"
		• Chapter 11 Bb discussion
		• IRIS module High Quality Math Instruction: What Teachers Should Know
		• Bring to class:
		  o IRIS: Math final thoughts Q#3 and Q#4 written response
		  o Draft of Strategy Application Project/Signature Assignment, phase 2
		• Add items due to Bb drop boxes

Class	Topics for Class This Week	Assignments for *Next* Class

Class 8
5/18/11
	• Presentations/activities on Chapter 11 "Assessing and Teaching Mathematics"
	• Chapter 11 quiz
	• Within teams, individual presentations on and group discussions about Strategies Application Project, phase 2; peer review/feedback
	• Continue strategies investigations*
		For 5/25/11 class 9:
		• Strategy Application Project/Signature Assignment project and presentation due
		• Bring to class:
		  o Strategy Project/Signature Assignment paper and handout
		  o Course Summative Self-Assessment filled out as much as possible (to be completed in class)
		• Add items due to Bb drop boxes

Class 9 **5/25/11**	• Wrap up on strategies investigations * • Strategy Application Project/Signature Assignment Presentations* • We Believe…. Personal Statements About Teaching and Learning* • Assessments & Evaluations	Rest and Relaxation!!! YEA YOU!!!

Additional Notes

Course Expectations – Part II

- **Absences**: There may be an instance when you are not able to attend class. If this unlikely event should occur, it is your responsibility to: (a) notify the instructor in advance via e-mail and voice mail (both are checked daily and up until 3 hours before class starting time), (b) notify all presentation teammates sufficiently in advance if you are part of a team with a presentation due on the day you cannot attend, and (c) arrange for collection and promptly obtain notes, handouts, lecture details, and explanations from another student. Students who are absent are held responsible for the material covered and assignments due as if in attendance and as outlined in the course syllabus. Class attendance is crucial to course competence. Please do not request permission to miss a class--you must make your own decision.

- **Late Work:**
  - Twenty percent (20%) of the available points for the assignment will be deducted for late submissions during the first week after the due date. After one week from the due date, assignments will be penalized an additional 10% of the total available score for each week they are late. Thus, an assignment that is two weeks late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. ***After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.***
  - The point deduction will be made after the grading is complete. For example, in the case of an assignment initially worth 10 points that is handed in one week late for which the student score is 9 out of 10 points, the student's grade would be a 9 (of 10) points earned minus 20% of the assignment total points, which is 2 points, resulting in a grade of 7 points. If the assignment is 2 weeks late, the student's grade would be a 9 (of 10) points earned minus 30% of the assignment total points, which is 3 points, resulting in a grade of 6 points.
  - ***The date that the assignment was received in hand as a print/hard copy by the instructor will be considered the date submitted.*** Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding their 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 instructor across the semester.

- **Use of Computers, Cell Phones, PDAs, iPads, and other electronic devices**: The use of computing/electronic devices during class is permitted only for

educational purposes relevant to the class. Checking e-mail, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counter productive unless the instructor in advance acknowledges an explicit, specific need for the access of information or other uses (e.g., to collate and organize information into a graphic tool). Students engaging in such conduct during class time will not be permitted use of devices in class and the breach will be considered in assessing class participation as non-attendance for one hour and for the topic at the time of the indiscretion. For each repeated offense, the penalty will be reapplied. If, for emergency reasons, you must be available via cell phone, please seek permission from the instructor in advance of class and, if access is granted, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

- **Use APA guidelines for all course assignments.**
    - http://www.psywww.com/resource/apacrib.htm
    - http://www.apastyle.org/apa-style-help.aspx

- **Use person-first language** in class discussions and written assignments. Please refer to "Guidelines for Non-Handicapping Language in APA Journals". http://www.apastyle.org/disabilities.html

- **Set up your class Blackboard e-mail account so it forwards to your GMU e-mail account** (and to any other account of your choice). This permits communications sent via Blackboard to be received in accounts outside the Blackboard system. The instructor will not reply to e-mail that is sent from the Blackboard account nor will the instructor with any regularity check e-mail in her Blackboard account.

- **Subscribe to the GMU/GSE Special Education list serve** if you do not already receive list serve announcements. Please subscribe to the GMU/GSE Special Education list serve to receive important program updates and announcements. You can subscribe or unsubscribe the listserv via e-mail:
    - Address an e-mail message to listserv@listserv.gmu.edu
    - Put the following in the body of the message: subscribe SPECIAL-EDUCATION-PROGRAM-L yourfirstname yourlastname
    - A confirmation message will be sent to your e-mail address asking you to confirm your subscription request. You must reply to this message with ok in the body of the message. Leave the subject unchanged.

- **Use the GMU Blackboard site** to refer to, post, and access important information for this course. It also will be used for you to respond to discussions and assignments. Your e-mail address should be entered in the Blackboard system. The following is how you will access the Blackboard-GSE Login Page:
    - Enter the URL http://courses.gmu.edu into your browser location field.
    - Click on the Login button.

- o Enter the username and password that were assigned to you. Most likely, but not always, your username will be your first initial of your first name and your entire last name (for example: ejohnson).
- o Click **Login**.
- o Many course materials, including student created resources, will be posted on Blackboard throughout the semester.

- **Use the Blackboard Cohort Site for Special Education Outreach**: http://gmucommunity.blackboard.com/webapps/portal/frameset.jsp
  - o Username: cohort
  - o Password: cohort
  - o 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 Terry Warner (twarner@gmu.edu).

General Directions for Assignments

Written components for all assignments should: be printed via electronic means (e.g., using word processing); are due on the dates and times indicated; and must be submitted both in print and electronically as noted in this syllabus. Consult with the instructor in advance if there is a problem. In fairness to students who make the successful effort to submit assignments on time, grades will reflect promptness (or degree of delinquency).

All work must follow sensible, well-known guidelines. Documents created in word processing should be:
- o Double-spaced,
- o Have at least 1" margins all around,
- o Use a common legible type (e.g., Arial; Times New Roman), and
- o Use a 12-point font in black (though color may be used for hyperlinks or when necessary for distinguishing points for which color is required).

There are many resources on the web on PowerPoint (or electronic slideshow) guidelines/do's and don'ts—please review and apply these.

All work must include the student's name, course-section (EDSE 628-666), and date of the submission/version. For Word and PDF documents, include this information **_and_** pagination in a document header and/or footer; for PowerPoint files, note the identifying information in the first slide.

Electronic copies of written work must be in either MS Office applications (Word or PowerPoint) or Adobe Acrobat (PDF format). For images and sound/video, JPG or GIF files and wav and mp4 files are acceptable when such format use is appropriate. Please

do not use Publisher or BMP files. If you have questions about file formats, contact the instructor.

For electronic file names, ***do not use any spaces or non-alphabetic or numeric characters in file names*** (e.g., do not use dashes, underscores, or dots/periods embedded in the file name stem). Start the file name with your LastF (for last name d first initial; use your middle initial as well if someone in the course has the same first and last name). Follow your name with a product description (see samples in syllabus). Use upper and lowercase letters to distinguish components (e.g., AsenSudl to signify the last name, first initial, assignment topic). If you have questions, contact the instructor. Files that are not named using the convention protocol described above may be returned to the student, particularly as sometimes files named otherwise cannot be opened by different computer operating systems and applications versions.
Example of YES!: AsenSscaffold.doc
Example of NO!: Sheryl_A. IRIS.pub

If you experience difficulties with the writing process, documentation of your work and efforts with the GMU Writing Center to improve your skills must be submitted to the instructor. (See Campus Resources in this syllabus.)

All assignments, as needed, use APA format. Use your APA manual and refer to reputable web sites, such as the following.
http://linguistics.byu.edu/faculty/henrichsenl/apa/apa01.html

Please note that for all course related activities, student and family privacy must be protected in all written, visual, and oral communication. Please refrain from including any information that would jeopardize compliance with FERPA regulations (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html).

Please retain a copy of each of your assignments in addition to copies submitted.

TaskStream

In addition to submitting the signature assignment required for this course separately to the instructor, the signature assignment must be ***submitted electronically*** to Mason's NCATE management system, TaskStream: (https://www.taskstream.com) ***by 4:30p the day of the last class meeting.***

Be sure you submit your assignment to the correct course/professor (you must change the designation from your last submission): EDSE 628-666, Dr. Sheryl Asen.

Note: As of the Fall 2007 semester, every student registered for any EDSE course is required to begin submitting signature assignments to TaskStream regardless of whether a course is an elective or part of an undergraduate minor. TaskStream

information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN), which will turn into an F nine weeks into the following semester if not changed by the instructor. A grade change will be submitted only upon posting the Signature Assignment to TaskStream.

Portfolio Assessment Criteria on TaskStream

- Possess a repertoire of research-based instructional strategies for individualized instruction.
- Promote positive learning results in general and special education curricula.
- Modify learning environments.
- Emphasize the development, maintenance, and generalization of knowledge and skills.

(3) Exceeds Expectations
Appropriate research article, abstract clearly describes project and is originally written, interventions are clearly described and thoroughly understood, thorough and appropriate discussion of implications of findings, discussion of how interventions may be accommodated for students, implications of this intervention for student. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

(2) Meets Expectations
Good overall paper, lacking in one or two of the criteria (e.g., Appropriate research article, abstract clearly describes project and is originally written, interventions are clearly described and thoroughly understood, thorough and appropriate discussion of implications of findings, discussion of how interventions may be accommodated for students, implications of this intervention for student. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.). Not entirely reflective or thoughtful, or writing style errors may be present.

 (1) Does Not Meet Expectations
Overall, unacceptable wit one or more significant problems such as writing, description of interventions, overall thoughtfulness. Contains some useful information, but may have substantial problems with evaluation and/or writing style. May describe an article of no value or relevance, or that was not approved for this assignment.

Relationship of Courses to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Intellectual Disabilities. 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 intellectual disabilities.

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 are 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.

College Of Education And Human Development
Statement of Student Expectations and Campus Resources

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [http://academicintegrity.gmu.edu/honorcode/]
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [http://ods.gmu.edu/]
- Students must follow the university policy for Responsible Use of Computing [http://universitypolicy.gmu.edu/1301gen.html].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times. [See "Dispositions for a Career Educator" at http://cehd.gmu.edu/resources/student/]

Campus Resources

- 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/].
- 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/].

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

COURSE EVALUATION MATRICES

NAME:

	ATTENDANCE, PREPAREDNESS, & PARTICIPATION / 25 points *Includes Bb discussion **Submitted on time; complete; of sufficient quality	Point Value	Earned Points**
Class 2	• Learning theories list (LastFlrngtheories.doc) • IRIS: UDL module Barsch inventory (LastFbarsch.pdf) and responses to IRIS: UDL module assessment Q#1, 2, 3, 4 (LastFudl.doc) • Responses to IRIS: Instructional Supports Assessment Q#4 and final thoughts (LastFscaffold.doc) • Attendance, participation, professional disposition	4	
Class 3	• IRIS: Learning Strategies initial thoughts and final thoughts written response (LastFstrategies.doc) • Draft of research review #1 with tool/aid (e.g., LastFmetacognition.doc) • Attendance, participation*, professional disposition	3	
Class 4	• IRIS: PALS K-1 written response to Assessment Q#5 (LastFPALSk1.doc) • Draft of research review #2 with tool/aid • Attendance, participation*, professional disposition	3	
Class 5	• Draft of research review #3 with tool/aid • Double Bubble Map from the Thinking Skills Assignment • Attendance, participation*, professional disposition	3	
Class 6	• Draft of research review #4 with tool/aid • IRIS: Cultural and Linguistic Differences written response • Attendance, participation*, professional disposition	3	
Class 7	• Summary sentences about each research review strategy • Draft of Strategy Application Project/Signature Assignment, phase 1 • IRIS: CSR written responses to Assessment Q#2 and Q#5b and content area reading selection for CSR use • Attendance, participation*, professional disposition	4	
Class 8	• IRIS: Math final thoughts Q#3 and Q#4 written response • Draft of Strategy Application Project/Signature Assignment, phase 2 • Attendance, participation*, professional disposition	3	

| Class 9 | • Strategy Project/Signature Assignment presentation
• Attendance, participation, professional disposition | 2 | |

NAME:

CH#	CHAPTER QUIZZES / 18 points	Point Value	Earned Points
6	"Assessing and Teaching Oral Language"	3	
7	"Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition"	3	
8	"Assessing and Teaching Reading: Fluency and Comprehension"	3	
9	"Assessing and Teaching Writing and Spelling"	3	
10	"Assessing and Teaching Content Area Learning and Vocabulary Instruction"	3	
11	"Assessing and Teaching Mathematics"	3	

	RESEARCH REVIEWS / 17 Points	Point Value	Earned Points**
#1	Topic: Research article with citation Strategy description Study description, including findings Reflection **Submitted on time; complete; of sufficient quality	4	
#2	Topic: Research article with citation Strategy description Study description, including findings Reflection **Submitted on time; complete; of sufficient quality	4	
#3	Topic: Research article with citation Strategy description Study description, including findings Reflection **Submitted on time; complete; of sufficient quality	4	
#4	Topic: Research article with citation Strategy description Study description, including findings	4	

	Reflection **Submitted on time; complete; of sufficient quality		
	Appropriately completes Research Review self-evaluation	1	

NAME:

	CHAPTER PRESENTATION / 17 points	Point Value	Earned Points
Teamwork	Shows evidence that: together the group planned the overall focus and identified important content to emphasize; the responsibilities were equitably distributed; all members put similar effort into their areas of responsibility and into supporting functioning as team; the team practiced together.	2	
Bb Discussion	Creates and posts on Blackboard two questions that stimulate higher order thinking and reflection about the readings. Facilitates the online discussions as needed by interjecting comments that clarify/move discussion forward. Incorporates into the presentation salient points made and questions raised in the Blackboard discussions.	2	
Presentation	Engages class members in well-planned, paced, and managed activities that apply selected strategies from the readings and use instructional tools/aids as appropriate. Selects and summarizes key points with insight and presents the information creativity. Relates or demonstrates ways in which the activities may include accommodations. Demonstrates appropriate use of VAKT elements, including following "effective use" tips (see syllabus). Encourages and responds appropriately to questions/comments/interactions. Uses sequence and flow that are logical and aid understanding. Provides a brief "wrap up" to conclude the presentation (e.g., include tips for strategy implementation).	8	
Resources	Creates and shares handouts that serve as useful resources for applying the strategies and as a reference for key points.	2	
Communication	Communicates orally with clarity, precision, and engagement; does not read text and messages to audience unless appropriate (e.g., quotes, for emphasis). Composes on a level that reflects graduate-level standards for written communication; Cites references appropriately. Submits the project to the instructor in print and electronically using timeline, document, and file name protocols as per the syllabus.	2	
Eval.	Appropriately completes Chapter Presentation self-evaluation.	1	

NAME:

	Strategy Application Project / Signature Assignment / 23 points	Point Value	Earned Points
Ab .	Provides an original abstract that clearly describes the student's strategy application project research (not of the research on which the project is based).	1	
Intro	Introduces the topic, emphasizing the effect exceptional conditions can have on individual learning and noting the significance/relevance of the strategy to instruction of students with mild disabilities.	2	
Key	Summarizes the key points of the article's research study (similar to an abstract in your own words).	1	
Strategy	Describes the intervention strategy in detail, noting critical features such as: the theory behind the strategy; conditions and materials needed; explicit steps that guide use of the strategy; the intended outcome. This description demonstrates thorough understanding of the intervention.	3	
Description of the Study	Describes the study's conditions: • The student subject(s), including, if appropriate, the interaction of the student's exceptional conditions with the student's language, culture, and background (description only—no identifying specific facts are revealed); • The curriculum content and VA SOL to which the strategy is applied (or, if not applicable, explanation of why not and of relation to student IEP goal) • A rationale for why the strategy is appropriate for the student(s) participant(s)—that is, implications of the intervention's use for the student(s); • Any accommodations and modifications made, with rationale • The specific setting; procedures/methods to implement the strategy; and timelines, including the suitability of the study's duration (number of sessions implemented over time frame) • The plan for progress monitoring	6	
Finding	Presents, analyzes, and discusses the findings, citing specific evidence, and includes: • Appropriate data display(s), such as tables, charts, graphs, figures • How these results compared to expectations based on the research article: • Evaluation of the effectiveness, including consideration of influencing factors; • Implications of the findings for instruction of the student subject;	4	
Rec .	Recommends accommodations and modifications for different student populations (e.g., age; disability; cultural background);	1	
Refl	Reflects on personal relevance of and what you have gained from the strategy application experience.	1	
Aid	Attaches relevant appendices, including a copy of an instructional tool/aid used/created for implementation.	1	
Pres	Creates and delivers at the last class session a succinct oral presentation, with supporting written handout(s), that describes the strategy, implementation study (subjects, conditions, results; reflection), and provides a sample of the strategy tool/aid.	1	
Comm	Communicates in writing (paper; presentation handout) and orally (via in class presentation) with clarity, precision, and engagement, including using sequence and flow that are logical and aid understanding and reflecting graduate school level conception and execution; correctly uses APA format.	2	