GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION

Elementary Reading/Curriculum Strategies for Students with Disabilities Accessing the General Curriculum (3 credits)
Syllabus EDSE 628.5S1
Semester and Year: Fall 2011
Course day/time: Wednesday, 4:30 – 7:10
Course location: (Off campus) Fairfax Annex I, 3807 University Drive; Room 103

Professor:
Kelley Regan, PhD
Office phone: 703-993-9858 (39858 on campus)
Office location: Room 213, Finley Building
Office hours: TBD days/times by appointment on campus or at Kellar Annex
E-mail: kregan@gmu.edu

Course Description

This course applies research on instructional approaches, in elementary curriculum for individuals with disabilities accessing general education curriculums. Includes curriculum/instructional strategies in reading, language arts, mathematics, science, social studies, cognitive strategies, study skills, attention/memory, and peer-mediated instruction. Prerequisites: none.

Course Objectives

The objectives of the course are the following:

• To familiarize participants with the learning characteristics of students with mild disabilities including cognitive and intellectual disabilities, learning disabilities, and emotional disabilities.
• To familiarize participants with the principles of effective instruction for including students with disabilities in general education classes, including the use and application of prioritizing objectives, adapting materials, instruction, the environment, and evaluation procedures.
• To familiarize participants with strategies for promoting inclusion with classroom peers as peer tutors, assistants, and cooperative learning.
• To familiarize participants with strategies for improving motivation.
• To familiarize participants with strategies for improving attention and memory skills.
• To familiarize participants with strategies for improving study and organizational skills.
• To familiarize participants with strategies for adapting evaluation procedures.
• To familiarize participants with strategies for teaching and adapting language and literacy.
• To familiarize participants with strategies for teaching and adapting math.

• To familiarize participants with strategies for teaching and adapting science and social studies.

Student Outcomes

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

• Describe elementary level intervention research and the associated issues in intervention research, including technological advances 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 and strategies 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, College of Education and Human Development, Special Education Program for teacher licensure in the Commonwealth of Virginia for teaching students with disabilities who access the general curriculum. 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 and cognitive 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 will be addressed in this class include some of 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:

• 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.
• Strategies for crisis prevention and intervention.
• Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
• Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.
• Ways specific cultures are negatively stereotyped.
• Strategies used by diverse populations to cope with a legacy of former and continuing racism.

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.
• Modify the learning environment to manage behaviors.
• Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
• Establish and maintain rapport with individuals with and without exceptional learning needs.
• Teach self-advocacy.
• Create an environment that encourages self-advocacy and increased independence.
• Use effective and varied behavior management strategies.
• Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
• Design and manage daily routines.

• Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
• Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
• Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
• Use universal precautions.

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.
• Technology for planning and managing the teaching and learning environment.

Course Materials

Required Text:
Mastropieri, M. A., & Scruggs, T. E. (2010). The Inclusive Classroom: Strategies for Effective Differentiated Instruction. (4th Ed.) Upper Saddle River, NJ: Pearson.

Several readings may also be assigned throughout the semester.

Companion websites:
http://mymason.gmu.edu (Blackboard Site 9.1)
Log on to this site to obtain the syllabus, prepare for course lectures with Power Points and supplemental information, check class assignments, review the assignments, and observe the course documents. Please check this site weekly for updates/announcements!!!

George Mason Patriot Web: https://patriotweb.gmu.edu/ A self-service website for students, faculty, and staff of George Mason University. A wealth of useful links, information, and online forms are available on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

Advising Contact Information: Please make sure that you are being advised on a regular basis as to your status and progress through the special education program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. When contacting her, always provide your G number to her.

TaskStream
The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, *TaskStream* via https://www.taskstream.com. **Every student registered for any EDSE course as of the Fall 2007 semester is required to submit 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). Unless this grade is changed, upon completion of the required submission, the IN will convert to a F nine weeks into the following semester.*
See http://gse.gmu.edu/programs/sped/taskstream/ for detailed steps.

Student Responsibilities
Your attendance, participation, and effort for each class session of EDSE 628 are collectively a part of your commitment to your learning. As teachers you provide an experience for your students to be a community of learners. As graduate students, *you* are also a part of this community of learners. Within this professional community, you have a responsibility to yourself and to each other to:

- 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 using APA format, reviewed for spelling/grammar, **proofread**)
- Demonstrate respect and consideration for all individuals in our community of learners
- Participate meaningfully

Graduate School of Education Statements of Expectations
Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See 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 [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See 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.

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 our website [See http://gse.gmu.edu/].

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' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Resources for Evidence-Based Practices Emphasized in EDSE 628

www.k8accesscenter.org The Access Center. *(Computer assisted instruction, CAI)*
http://www.teachingld.org LD Resources.Current Practice Alerts. #2, 8, 10, 12, 13, 17
http://www.iris.peabody.vanderbilt.edu Modules and InfoBriefs.
(Peer Assisted Learning Strategies – *PALS*; *Collaborative Strategic Reading –CSR*; *Providing Instructional Supports - scaffolding and modeling*; *Self-Regulated Strategy Development Model*)
National Reading Panel Report (NRP). (2000). http://www.nationalreadingpanel.org
Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (Meta, in press; *questioning strategy instruction, graphic organizers, self-regulatory skills*)

Bursuck, W. D., & Damer, M. (2007). (*Direct instruction/systematic/explicit instruction*)
Coleman, M., & Vaughn, S. (2000). (*Direct instruction/systematic/explicit instruction*)
Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007) (*text enhancements; cognitive strategy instruction*)
Gersten, R., Chard, D., Jayanthi, M., Baker, S., Morphy, P., & Flojo, J. (2008). www.centeroninstruction.org (*Direct instruction for math, Schema-based math representations, self-talk for math)*
Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). (*Reading comprehension instruction*)
Jitendra, A. K., Edwards, L. L., Sacks, G., & Jacobson, L. A. (2004). (*Vocabulary instruction*)
Kroesbergen , E. H., & Van Luit, J.E. H. (2003). (*Direct instruction: Math*; *self-instruction, Schema-based math representations, concrete-representational-abstract CRA)*
Maccini, P., Mulcahy, C.A., & Wilson, M.G. (2007). (*Direct Instruction: Math*; *Schema-based math representations, peer-mediated instruction, anchored instruction, CRA)*
Mastropieri, M. A., Scruggs, T. E., & Graetz, J. (2003) (*mnemonics*)
Peltenburg, M., van den Heuvel-Panhuizen, M., & Doig, B. (2009). (*Math manipulatives)*
Rogers, L. A., & Graham, S. (2008). (*Self-Regulated Strategy Development Model)*
Scruggs, T. E., Mastropieri, M. A., Berkeley, S., Graetz, J. E. (2009). (*Peer tutoring, mnemonics, semantic maps*)
Scruggs, T. E., & Mastropieri, M. A. Tutorial: Mnemonic Instructionwww.teachingld.org
Simon, R. & Hanrahan, J. (2004). (*Touch Math*)
Spencer, V. G. (2006). (*Peer tutoring*)
Suh, J., & Moyer, P.S. (2005). (*Virtual math manipulatives*)
Templeton, T. N., Neel, R. S., Blood, E. (2008). (*Self-regulatory skills for math)*
Vaughn, S., Gersten, R. L., & Chard, D. J. (2000). (*reading comprehension instruction; questioning strategy instruction; content enhancements, guided feedback*)

Nature of Course Delivery:

1. Class lecture, discussion, and participation.
2. Media and relevant multimedia presentations.
3. Study and independent library research (application research papers).
5. Application activities, including simulations and demonstrations of research based strategies
6. Group projects of lessons and presentations of creative visual supports for student learning.
7. On-line; e.g., Discussion Board, Blackboard, web-based modules

Evaluation:

1. Class attendance and participation
2. (Field based) Strategy application assignment and presentation
3. Group lesson plan design
4. Learning visual /VAKT tool; create and present
5. Chapter quizzes, essay responses, and/or activities on readings
6. Lesson Plan: Identifying Components

Late Assignment Policy: All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.**

Course Requirements

1. Class attendance and participation
2. Completion of all assigned readings.
3. Completion of quizzes, essay responses, and/or activities on readings
4. Completion of application activities, including in-class activities and discussions.
5. Completion of strategy application project.
6. Presentations (strategy application, visual supports).

Graduate Grading Scale

A+ = 133 -129 points
A = 128 – 124 points
A- = 123 -119 points
B+ = 118 -114 points
B = 113 – 109 points
B- = 108 - 104 points
C+ = 103 - 99 points

Assignment Descriptions and Criteria for Evaluation

Requirement	Possible Points	My Points
Participation / Attendance / Class assignments	26	
Written Strategy Application Project **signature assignment	40	
Presentation of Strategy Application Project	10	
Learning Visual/VAKT tool to Create and Present (Science/Social Studies)	8	
3 chapter reading in-class quizzes (3 points each)	9	
Written Expression (in-class quiz)	10	
Lesson Plan ACTIVITY: Identifying components	10	
Group Lesson Plan (English or Math)	20	

Total		
+ Bonus	TBD	

** Bonus points for posting Strategy Application project on Task Stream by Dec. 8th, 10:00 pm.

It is recommended that students retain 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 towards licensure as based on the CEC standards.

ASSIGNMENTS

Participation / Attendance (26 Points)

Class attendance and participation is demonstrated by attending class and being psychologically available to learn, completing and handing in weekly class assignments, and participating in class discussions/activities throughout the semester. Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Points are positively impacted by thoughtful contributions made in class, listening to the ideas of other peers, respectively, and demonstrating an enthusiasm for learning. Also, please display digital etiquette during class sessions. Use of laptops may be used to observe the class PowerPoints/materials specifically.

Each class (13 sessions; points earned if assigned tasks are completed): .5 = prompt; .5 = psychologically invested, prepared, and present; 1.0 = participation, thoughtful contributions, completed in-class assignments). (2 points possible per class session)

(Each of the assignments below will be elaborated in class sessions. Supplemental handouts will provide more depth of what is required and a detailed rubric will be provided, as well.)

Overview of Assignments

Strategy Application Project (40 points, paper)

Required Signature Assignment

There are two parts to the strategy assignment. The first part is the written component; the second part is the presentation component. Directions for the written component are provided first, followed by the directions for the presentation component.

☐ **Select an intervention research article from a professional journal** (e.g. Learning Disabilities Research and Practice, Behavioral Disorders, Education and Treatment of Mental Retardation, and Developmental Disabilities, etc.) 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 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. The important part is that your research article must be approved prior to beginning your assignment. You need to email or physically show the instructor the article citation and full description foremost.

☐ **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?

☐ **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, observations, 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.

The paper is estimated to be about 8-10 pages in length, not including any appendices.

There are FIVE Components of the Strategy Application Project

Type a summary using the following format:

1. **Cite** the article. For the citation of the article use APA format. **(5 points)**

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. **(10 points)**

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 **(10 points).**

Please Note: the above 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. **(10 points)**
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. **(5 points)**

Guiding Headers for the Strategy Application Paper:

A. Citation (although not traditional placement – you can place the citation of your target article at the top of the page following the cover page).
B. Summary of Research Article
C. Intervention/Strategy Description (Be explicit)
D. Participant/Setting (who you worked with)
E. Procedures/Methods
F. Results
G. Evaluation/Discussion

RUBRIC for Strategy Application Project

(Please see pages 10-11 of syllabus for point breakdown per required section)

Exemplary paper (38-40 points): Appropriate research article, appropriate strategy selected, methods, and findings shared. Describes how the strategy was implemented (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-based intervention strategy. Good writing style, free of mechanical or stylistic errors, appropriate APA format.

Adequate paper (34-37 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 (31-33): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style.

Inadequate paper (1-30): 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 Project Presentation (10 points)

1. Be prepared to present a 10-minute oral summary of your project to a small group of your peers and to answer any questions. 0 1 2
2. Prepare 5-7 slides (PowerPoint) which clearly detail the major points of your project – please post your PowerPoint on BB before 4:30 class time on due date (a sample will be provided in class) 0 1 2
3. Print out ONE hard copy of your PPT slides for presenting an organized visual poster presentation (simulating a professional conference w/ individuals circulating and learning about a variety of projects) 0 1 2
4. Prepare materials to have on-hand in your presentation which support the explanation and/or poster itself (e.g., pictures of a student w/ the materials used, picture of the intervention materials, the materials themselves, demonstration, etc.) 0 1 2
5. Prepare a one-page handout to distribute to the audience who views your presentation. 0 1 2

Prepare an example of a completed Learning Visual/VAKT tool (8 points)

Prepare a VAKT tool (Visual, Auditory, Kinesthetic, and Tactile) (ex., semantic feature analysis map, concept map, diagram, graphic or semantic organizer, visual representation, visual-spatial display, etc.) to assist students in learning concepts & vocabulary associated with SOLs in Science or Social Studies. With the learning visual example, identify and write out the SOL to which it relates (e.g., Science: Living Systems 5.5, The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concept: vertebrates and invertebrates). Be sure to give the visual a title/name.

(Note: this assignment is not in support of any specific learning 'theory', but the purpose is to recognize that by using visual supports/kinesthetic movement/ tactile manipulatives in the classroom, student attention, memory, and engagement is more likely).

Effective visual of tool shown (neatness, completed sample)	0	.5	1	1.5	2
Clearly supports the concepts/vocabulary of science/S.S. content	0	.5	1	1.5	2
Preparation Evident (materials, explanation)	0	.5	1	1.5	2
Creativity/Originality	0	.5	1	1.5	2

**(Examples will be shared in class)

With a partner or a group (maximum of 4 in group) **(20 points)** prepare ***a lesson plan*** (English/math) that follows The Active Teaching Model demonstrated in class as well as additional components of effective teaching to be reviewed in class. The plan should address specific well-defined skills from the Commonwealth of Virginia's Elementary (Grades 1-8) SOLs in English or Mathematics. The lesson should be well planned and typed in order to be turned in to the instructor.

Group Lesson Plan Rubric		
Component	*Points*	*Comments*
Objective(s) • Includes a clear and accurate learning objective and individual SWBAT objectives are accurately presented	/2	
Set up • Lesson includes an agenda, warm-up, and a motivating activity, and behavioral expectations, and materials • The components are presented clearly and are given practical relevance to the lesson as a whole.	/3	
Activity(ies) • Lesson includes a creative and accurate sequence of direct instruction to include modeling, guided practice, and independent practice. • The lesson activities are relevant to the designated learning objective(s). • The descriptions clearly outline the role of the student (s) AND the teacher	/6	
Strategy Incorporation of varying strategies/materials introduced in this course which support student learning **(at least two specific strategies)**	/3	
Methods Incorporates a **variety** of methods in the lesson in order to facilitate the instructional goals in a motivating way	/2	
Assessment and accommodations • Assessments are relevant to the task demonstrated and identified on the lesson plan. • Relevant and special modifications/accommodations are noted.	/2	
Collaborative Efforts • Everyone has a clear and important role for the development of the lesson • Lesson is clear, creative, and not disjointed.	/2	
TOTAL	**/20**	

Class	Topic	Before the Next class, I need to:	My notes….
Class 1; 8/31	REVIEW SYLLABUS, TEXT, and BLACKBOARD Overview of Expectations/Assignments; Pre-test **Writing Assignment:** *What is a Strategy? What makes a strategy an evidence-based practice?* Identifying a Research-based intervention/strategy Watch IRIS module how-to clip	Read Chapter 6 (Effective Instruction for All Students) Read article (on BB) in consideration of writing assignment: Forness, S. R. (2001). Special Education and Related Services: What have we learned from meta-analysis? *Exceptionality, 9* (4), 185-197.	
Class 2; 9/7	* Sign up for Learning Visual/VAKT tool (Learning Theory You Tube clip) Effective instruction for all students…Looks Like? EBPs Components of an Effective Lesson Teaching Objectives Methods & Strategies * VAKT/Learning Visual Tools Modeled	Find research article with strategy investigated for signature assignment	
Class 3; 9/14 ON-LINE No face to-face meeting	**http://iris.peabody.vanderbilt.edu/index.html** **PALS* – a research validated strategy** 1. **Complete Module study from IRIS website. Under Learning Strategies: PALS** (select one of the three options relevant for your grade level of interest) 2. You may Take NOTES 3. You will receive a short assessment in Class 3 regarding your module experience (worth 3 points)	Find research article with strategy investigated for *signature assignment* and bring in (or send electronically) for approval on or by Class 4, 9/21. Read over Chapter 8 (Promoting Inclusion with Classroom Peers) Prepare for an **in-class quiz** on Chapter 8 reading and quiz on module experience	
Class 4; 9/21	CHAPTER 8 quiz (3 points) and module experience (3 points) Evaluations/Assessments *Cooperative Learning Methods Peer tutoring* and cooperative learning* strategies demonstrated as language experience charts and literature circles * VAKT/Learning Visual Tools Modeled	Read Chapter 9 (Motivation & Affect) **Prepare for in-class quiz on Chp. 9 reading** Bring in (or ready to share) ONE tool you incorporate to improve student motivation and affect	
Class 5; 9/28	Share your tool of motivation/affect!! (Quiz on Chapter 9) Identify elements of a positive and motivating learning environment (videos) Goal Setting*; Self-monitoring*; Opportunities to Respond (OTR)*; Response Cards; Feedback* **Learning Visual/VAKT tool Share**	Read Chapter 10 (Attention and Memory) Review Sample Sally's Lesson Plan and Identify the components. **(10 point activity to complete and bring to class 7; Due Class 7)**	
Class 6; 10/5	Attention and Memory; Test your memory • Meta-cognition* demo • Think Aloud • Mnemonics* Group Project (Lesson Plan)Time	Remember Sample Sally's Lesson Plan Activity is **Due Class 7**	

	Learning Visual/VAKT tool Share		
Class 7; 10/12	Assessing student learning; accom./modifications Review of Running Records, miscue analysis* Curriculum-Based Assessments* (CBA) Group Project (Lesson Plan)Time **Learning Visual/VAKT tool Share**	Read Chapter 13 (Language Arts) Prepare for **in-Class Quiz** on Chapter 13 Reading	
Class 8; 10/19	LITERACY Part I: Decoding, Fluency, and Comprehension - Overview of Five Domains*, Direct Instruction*, reading strategies, Word Sorts; Elkonin Boxes; Group Project (Lesson Plan)Time **Learning Visual/VAKT tool Share**	Work on Projects	
Class 9; 10/26	LITERACY Part II: Content Area Instruction, Language, and Writing • Read Aloud demo (FQC) • QAR (Question/Answer Relationship) strategy • Teacher language and questioning techniques • Graphic Organizers; Semantic Maps	**Group LESSON PLAN** **DUE Class 10**	
Class 10; 11/2	Writing instruction Complex Process of Writing Spelling Instruction Handwriting Instruction/Technology* Cognitive Strategy instruction* Group Project (Lesson Plan)Time	Work on paper: Implementing strategy, making modifications as needed, collect data	
Class 11; 11/9 ON-LINE No official Meeting for Class	**November 9th, no face to face class session** **"Writing"/Self-Regulated Strategies** **1. video segment** **2. SRSD*** **from http://iris.peabody.vanderbilt.edu/index.html** **3. Blackboard Discussion entries**	**Work on Paper; Peer editing exchange as needed** **Make postings before 4:30 on 11/16**	
Class 12; 11/16	Introduction to Math Instruction Review Expectations for APA, paper and presentation	Work on paper Read Chapter 14	
	THANKSGIVING BREAK		
Class 13; 11/30	Math – principles of math instruction ; NCTM Math materials and manipulatives Evaluate math materials, effective strategies for teaching math to students with disabilities.	Finalize Paper and Prepare for Poster Presentation	
Class 14; 12/7	**Strategy Application Presentations**	**Paper Due to TASKTREAM by Friday December 9th, 10:00 p.m.**	