



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

Summer 2013

EDSE 628 AS1: Elementary Reading, Curriculum, and Strategies for Students who
Access the General Education Curriculum
CRN: 40247, 3 - Credit(s)

Instructors: Dr. Sharon Ray Ms. Jan Ainger	Meeting Dates: 05/20/13 - 06/21/13
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Office Hours: Before/After Class or By Appointment	Meeting Location: Off-campus Building, KA 102

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

Course Description

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.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

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

Field Experience Requirement

A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Office, internsh@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link <http://cehd.gmu.edu/endorse/ferf> at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

Evidence-Based Practices

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

Learner Outcomes

Upon completion of this course, students will be able to

- describe elementary level intervention research and the associated issues in intervention research as applied to individuals with mild disabilities;
- identify and describe elementary level evidence-based curriculum and strategies for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities;

- identify and describe elementary level evidence-based cognitive strategies in self-regulation and metacognition, study skills, attention, memory, and motivation for individuals with mild disabilities;
- identify and describe elementary level evidence-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
- develop and plan curriculum instruction inclusive of effective evidence-based strategies that correspond with the Virginia Standards of Learning.
- implement an evidence-based strategy in one of the following areas: reading, language arts, math, science, social studies, mediation, peer tutoring, or cooperative learning.

Required Textbooks

Vaughn, S. & Bos, C. S. (2009). *Strategies for teaching students with learning and behavior problems (8th ed.)*. Boston, MA: Allyn & Bacon.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author. **(make sure it is the second printing)**

Required Resources

Required Access to Course Blackboard Site

The George Mason Blackboard system will be used as an integral part of this course. It is important to access Blackboard several times a week between class sessions to check posted updates and messages. Additionally, class handouts will be posted on Blackboard for upcoming classes. The first night of class all handouts will be provided. After the first night, all handouts will be posted on Blackboard. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards. You can access Bb at <http://courses.gmu.edu> .

****Starting May 23rd, be sure to come to class prepared with the electronic copies of materials or hard copies (whichever works best for you)!****

Additional Readings

Peer-Reviewed Journal Readings:

You will be accessing peer-reviewed journal articles as part of the Strategy Application Written Assignment. These articles will vary depending on individual student interests and assignment ideas.

Online Reading

Throughout the semester, we will be using several websites to support and enhance the information we are gaining from the course text. It is a good idea to save these sites as “Favorites” for your use in this class, as well as professional reference. The sites we will use are:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml> Virginia SOL website

http://www.teachingld.org/ld_resources/alerts/default.htm#social Discusses Social Skills Instruction

http://reading.uoregon.edu/big_ideas/index.php “Five Big Areas of Reading”

http://www.teachingld.org/ld_resources/alerts/default.htm#mnemonic Discusses Mnemonic Instruction

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>. The CEC standards that will be addressed in this class include Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, and Standard 7: Instructional Planning.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c.* 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.
- d.* 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/>].

- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

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

Course Policies & Expectations

Attendance.

Class attendance and participation are essential to this course because of the complexity of the learning strategies at its core. Attendance points are earned for each class to give students experience with and class credit for engaging in key activities related to strategies for students with mild disabilities in the general education setting. Students are expected to be timely; actively participate in activities; and remain for the duration of class time.

Late Work.

All assignments should be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.**

Course evaluation and final grades will be calculated based on the below percentages calculated from each individual student's point score out of the possible 100 point total. Late assignments will be accepted in the following manner:

- **5% point deduction – up to 1 class late**
- **10% point deduction – 2 classes late**
- **25% point deduction – 3 classes late**
- **50% point deduction – more than 3 classes late**

Assessment of Course Requirements:

Requirements of this course include readings from your textbook, professional journal articles, and websites, and activities, which include in-class individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills about working with students with mild disabilities in the academic curriculum.

The common course assignment for this course is the Strategy Application Written assignment that will assist you in learning more about research-based instructional practices for working with students with mild disabilities, including academic, self-regulatory, and motivation strategies. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students earn based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

Online submission of student work is required. All written assignments should be submitted through the Blackboard Digital Assignments tab. Assignments should not be submitted by email unless there is an emergency technical issue with Blackboard. Each assignment should be submitted by the start of class on the due date (7PM). Assignments that are not submitted at the appropriate time ***are late***. Late assignments will be accepted with a point deduction. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (<http://writingcenter.gmu.edu>).

Submitted assignments should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. We will return graded assignments to you via the course Blackboard email. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of all written assignments that can be submitted electronically:

- SRayLrnVis – Learning Visual**
- SRayUnPlan – Unit Plan**
- SRayLessDemo – Lesson Plan Demonstration**
- SRayStratAppWrit – Strategy Application Written Assignment**
- SRayStratDiffProj – Strategy Differentiation Project**

Course Requirements Evaluation	
Assignment	Points Earned/Total Points
1. Attendance & Participation (1 pt. per class Meeting & Possible 5 pts. for Graduate Student Discussion night)	/18
2. Learning Visual (Science/Social Studies)	/7
*3. Strategy Application Written Assignment	/30
4. Strategy Differentiation Project	/15
5. Unit Plan (English/Math)	/20
6. Lesson Plan Demonstration	/10
Total # of points earned	/100

*Common course assignment.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (NO ASSESSMENT REQUIRED FOR THIS COURSE) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 80-86%

C+ = 77-79%

C = 70-76%

F = 69% and below

Assignments

NCATE/TaskStream Assignments.

There are no NCATE/Taskstream Assignments for this course.

Common Assignments.

Strategy Application Written Assignment – June 18th (30 points)

The strategy application written assignment is a multi-part project. Student performance on this project will be greatly enhanced by carefully reading and following the detailed directions below.

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) and have it approved on **Thursday, May 30th**. 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. If you have any difficulties, see the instructor for guidance in selecting an article. The important part is that your research article must be approved prior to beginning your assignment. You may want to email the instructor with the complete article citation and a brief description before class on the 30th.

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. You will have approximately 3 weeks to complete this whole project, so make sure your intervention takes no more than 2 1/2 weeks to implement. Your paper should describe what was done in your classroom.

Describe the *participants* (**DO NOT use any student names, however, provide**

a brief description of the class, school, and students using pseudonyms), method (including *materials* and *procedures*), and *results* (e.g., results of pre-post testing and student opinion survey). You need not replicate exactly the conditions of the article, but you may include similar or modified materials from the article in order to implement the project.

The actual written paper should be about 8-10 pages in length, not including any appendices.

Type the paper using the following format:

1. **Cite** the article. For the citation of the article use APA format. This web site is an APA reference (**2 points**)

<http://linguistics.byu.edu/faculty/henrichsen/apa/apa01.html>

(Using your APA manual is also highly recommended.)

EXAMPLE CITATION:

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. (**6 points**)

EXAMPLE WRITTEN SUMMARY:

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

outperformed those students in the summarization alone strategy on the transfer measure that used social studies passages.

3. The **Intervention/Strategy** should be described first in detail here with any and all **MATERIALS** described!! Then...lead into a detailed **description of the PROCEDURES/METHODS (instruction/intervention)** that occurred during YOUR application of the strategy. Please make note as to how you amend the procedures/materials/ or other from the article you selected. For example, perhaps there were multiple components of the original intervention/strategy, but you modified a component or selected only a few steps of the strategy. **(9 points)**

EXAMPLE PROCEDURES/METHODS:

All Conditions

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

Summarization Condition

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

Summarization Plus Self-Monitoring Condition

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

"Who or what is the passage about?"

"What is happening to them?"

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

one and continued to practice using the strategies.

Traditional Instruction Condition

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

Note: this section will vary according to the design used in your particular study. Contact the instructor 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. Your results can be qualitative (written descriptions) and/or quantitative (numerical measurements). Choose how you describe results based on how the results are described in the original article. In terms of quantitative results, students are only expected to collect raw numbers, calculate percentages, and complete other simple mathematical calculations for comparison purposes with the original article. Complex statistical calculations are not expected. **(7 points)**

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

5. Then, **EVALUATE** and provide some insights as to why you might have obtained the findings. Describe how you could adapt the strategies to go up and/or down in grade/age and ability levels. For example, if the study was implemented with students with LD from an elementary level, could you adapt the strategy for students with ED and still maintain the effectiveness? How could you adapt the strategies to accommodate students from various cultural and linguistic backgrounds? Describe whether or not you like this strategy personally and provide a rationale for your professional opinion. Use your judgment based upon class discussions, readings, and experiences. **(6 points)**

Guiding Headers for the Strategy Application Written

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. Procedures/Methods
- E. Results
- F. Evaluation/Discussion
- G. Appendices (if needed)

RUBRIC for Strategy Application Written Assignment

Exemplary paper (33-35 points): Appropriate research article, appropriate topic, identifies focus of the research study, strategies, and findings. Describes how the strategy was implemented in your own or colleague's classroom (participants, setting, materials, procedures, and results); interventions are clearly described and thoroughly understood; appropriate discussion of findings, and discussion of implications of this intervention for students and how this intervention may be used for future students. Paper is reflective and demonstrates a thorough understanding of the research supported intervention strategy. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

Adequate paper (28-32.9 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 (24-27.9): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style.

Inadequate paper (1-23.9): 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.

Other Assignments.

Attendance and Participation - Weekly (1 point per class for a total of 13 points; 5 additional points can be earned the night of your Graduate Student Discussion)

Class attendance and participation are an important part of this class because of the specific and in depth information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions, presentations, and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail before the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, as long as the instructor is notified before the class session. In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student.

Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up! Two or more unexcused absences will result in no credit for this course.

During one class session, graduate students will be asked to take a leadership role in the class by guiding a 10 minute Graduate Student Discussion on one part of the assigned text reading from the previous week. For this one class, an additional 5 attendance/participation points can be earned. This assignment does not require any written work being turned in to the instructors but simply means that you will have read the specific section of text, and gone beyond and referenced some outside information on that section of text, for which you are leading the discussion. You will come prepared with 3-5 “thinking” questions (open-ended critical thinking type questions) that ask your peers to think about the content they have read and synthesize their own thoughts and ideas on it to be shared in a discussion format.

Graduate Student Discussion Points: An extra 5 points can be earned for the discussion based on: 2.5pts. = preparation of open-ended discussion questions on assigned text section; 2.5pts. = thoughtful and respectful guidance provided during discussion.

Learning Visual/VAKT Tool – June 4th (7 points)

Learning visuals and VAKT tools are essential in helping students with disabilities better access and understand curriculum points. Using a VAKT tool, semantic feature analysis, concept map, diagram, graphic or semantic organizer, visual

representation, visual-spatial display, or other learning visual select a particular grade level and a corresponding **Science or Social Studies SOL** that relates to learning concepts and vocabulary.

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. You will be asked to give a short 10 minute explanation of the essential aspects of your visual/tool, a demonstration of how your learning visual is applied with the specific science or social studies content selected, and a brief discussion of the specific learning needs targeted through the visual/tool's usage. As part of your presentation, make sure you bring a hard copy handout explaining the essential aspects of development and implementation of your visual for everyone in the class. This handout is what should be turned in to the instructor via the digital Assignments Tab before the start of the class the day of your visual/tool demonstration.

RUBRIC for Learning Visual/VAKT Tool

Effective visual aspects of tool illustrated (2 points)

0 0.5 1 1.5 2

Clearly supports the concepts/vocabulary of science/social studies content (2 points)

0 0.5 1 1.5 2

Presentation (explanation, demonstration, discussion) (2 points)

0 0.5 1 1.5 2

Preparation Evident (handout, other materials, explanation) (1 point)

0 0.25 .5 .75 1

Unit Plan – June 11th (20 points)

In groups of 3 or 4 prepare a unit plan, which includes a series of 5 sequential lessons. You will use the Active Teaching Model discussed in class to structure each lesson. The

unit plan should address specific well-defined skills from Virginia's SOLs (Grades 1-5) <http://www.doe.virginia.gov/go/Sols/home.shtml> in either **English or mathematics**.

The unit plan should be well-planned and include:

- A **unit overview** including the Content area, Grade level, SOL(s), **Measurable** Unit objectives, and reference to the lesson in which each is introduced.
- 5 lesson plans structured according to the Active Teaching Model
- Samples of at least one activity (worksheet, graphic organizer, etc.) for **each** lesson that show what has been adapted for a student with special needs (so include the worksheet that most students will do, along with the adapted one that only some students will do). The adaptation(s) must be listed and a rationale included. Tell briefly, what did you adapt/change and why? Have a student in mind and note the difficulty addressed.
- Evidence of at least one instructional strategy geared to assist a student to access, organize and/or recall the content material in each lesson. The strategy must be highlighted or noted in the plan and a sample of the content integrated into the strategy must be present, e.g. a first letter mnemonic devised to teach the steps in long division)
- Each day's lesson must have some form of assessment. Assessments may be informal (teacher observation) or formal. However 2 formal sample assessments for the unit are required. One should be a pre-test or mid-unit check, and the other an end of unit assessment. One may be a traditional test like those provided by publishers, (with some adaptations noted) or a project (include a rubric). You may be creative, but make sure you address your objectives.
- If you use commercially available lessons, parts of lessons, or assessments, **YOU MUST CITE THE SOURCE!!!!** If using "off the shelf" lessons, we would suggest making sure you make adaptations to best meet the needs of this project.
- Identify and show evidence of the use of technology. This may be something you use to instruct, or software you used to construct student worksheets, templates or assessments. It also includes websites used as sources for information, or instructional materials.
- Include a reference section for your unit.

RUBRIC for Unit Plan Assignment

Exemplary unit (19-20 points): Unit includes all components outlined in the syllabus evidencing a clear understanding of the Active Teaching Model; an appropriate and specific match between measurable objectives selected and unit content covered; logical and creative connections between the lessons included in the unit; descriptive integration of learning strategies within the unit's application, comprehensive usage of appropriate assessment materials, and innovative

technology employment. Good writing style, free of mechanical or stylistic errors, and appropriate use of APA format is also evident.

Adequate unit (16-18.9 points): Good overall unit, lacking in one or two of the criteria. Minor deficiencies in the application of the Active Teaching Model evident, or minor writing style errors present.

Marginal unit (14-15.9): Overall, acceptable but with one or more significant problems. Contains some creative and logical lesson planning ideas, but may have substantial problems with appropriate usage of the Active Teaching Model, strategies, or assessment.

Inadequate unit (1-13.9): Unit with substantial problems in important areas such as application of the Active Teaching Model, measurable objectives, strategies, or assessment.

Unacceptable/no unit: (0 points): Unit not relevant to the assignment or no unit turned in at all. Does not target appropriate learning objectives.

Lesson Plan Demonstration – June 18th (10 points)

With the lesson plan demonstration, each unit plan group will select one of their unit plan lessons to teach for the class. This demonstration should include all lesson plan sections, learning strategies, and materials that would be used in the lesson. Since there will be multiple groups presenting, each group is asked to present their lesson demonstration in approximately 45 minutes (which may be slightly shorter than the intended classroom time for the lesson), where the lesson is taught but some elements may have to be abbreviated for the purposes of the demonstration. Additionally, graduate students are required to also write a 2-page reflection on the lesson plan demonstration experience where they address:

- How they feel the lesson demonstration went overall and give specifics about why they feel that way
- Describe which facets of the lesson seemed to engage the audience the most and then the least. Give reasons for why they think that is.
- Explain having done the lesson once now, are there any pieces of it that they would change when they do it with students? What would that be? Why?

RUBRIC for Lesson Plan Demonstration

Exemplary demonstration: (9-10 point range): Keeps within the time limits; demonstrates knowledge of the Active Teaching Model and understanding of the measurable objectives to the audience; reflects poise, clarity, knowledge and enthusiasm; effective use of prepared materials; keeps the audience engaged; reflects comprehensively and meaningfully across lesson components

Adequate demonstration: (8 point range): Good overall demonstration, but may be lacking in one or two of the criteria specified in an exemplary response. May seem a little less prepared or somewhat unclear in understanding the Active Teaching Model. Reflection may be lacking in its content and depth.

Marginal demonstration: (7 point range): Demonstration includes required elements, but evidences a limited understanding of the Active Teaching Model or measurable objectives. Style, handouts, or visual may be less than adequate. Reflection may be short and/or off-base in terms of content.

Inadequate demonstration: (1-6.9 point range): Weak overall demonstration that reflects very little knowledge of the Active Teaching Model and/or learning objectives. Appears poorly prepared or has not followed directions. Materials and activities are lacking. Reflection is not included or is lacking key elements.

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

Strategy Differentiation Project - June 20th (20 points)

One of the goals of the course is for students to learn and understand the components of instructional strategies that can be used across the content areas (reading, writing, math, science, and social studies). A second goal is for the students to be able to meet the needs of all learners in a classroom, which can be accomplished through differentiated instruction. Therefore, with this project, students will be expected to identify and explain specific instructional strategies to use in the classroom. After identifying and explaining the strategies, each student will be expected to address how the strategy can be differentiated for low, mid, and high level learners. In order to share these strategies, students will present their strategies and differentiation in class and then reflect upon their experience. This project will consist of three required parts:

Identification of a Strategy and Description of Differentiation – 6 pts

In Class Discussion/Presentation – 4 pts

Written Reflection – 5 pts

Requirements for Strategy and Differentiation:

- Select one strategy for each content area: reading, writing, math, science, social studies
- 1-2 page (double-spaced) written description of each strategy and how to differentiate
 - Description of your classroom – be sure to include grade level and student population (if you do not have a classroom, please meet with the teacher to develop a scenario to work with for this project)

- Full name of the strategy
- Location of the strategy in your textbook (chapter and page number)
- Reference for a supporting source outside of the textbook (why was it included in the text – what other research article cites this strategy, use the citations in your book to help)
- Summary of the strategy and its use
- Differentiation – explain how to differentiate this strategy for low, mid, and high level learners. Be sure to think about fair differentiation strategies (do not just give the high group more problems or the low group less). You can relate the strategy to a specific skill you would teach if it makes it easier to explain the differentiation of the strategy.

Requirements for in class discussion/presentation:

- Bring a hard copy of each of your strategies and differentiations to class with you
- Students will be divided into small groups to discuss the strategies
- In the small groups, students will create a way to combine and present their strategies/differentiation techniques to the whole class

Requirements for Reflection:

- 2-3 page (double-spaced) written reflection (total, not for each strategy)
- Your reflection should include the following:
 - Explanation for the reasons you selected your strategies
 - Explanation of how you chose the differentiation techniques you used
 - Which group was the easiest for which to differentiate?
 - How will you use these strategies and techniques in your classroom?
 - How did the in class discussion help you?
 - Any other thoughts you have about the process and how it can help you in your classroom

Schedule

TENTATIVE COURSE SCHEDULE		
Date	Topics	Assignments Due
5/21	<ul style="list-style-type: none"> • Syllabus and Course Expectations • Introductions & Icebreaker 	
5/23	<ul style="list-style-type: none"> • Chapter 1: Planning & Implementing Instruction 	<ul style="list-style-type: none"> ➤ Access George Mason Email and Blackboard Account ➤ Read Text Chapter 1
5/28	<ul style="list-style-type: none"> • Chapter 2: Approaches to Instruction & Student Learning <ul style="list-style-type: none"> ○ Direct instruction/systematic/explicit instruction* ○ Cognitive Strategy Instruction* • Speaker: Education Librarian 	<ul style="list-style-type: none"> ➤ Read about Social Skills Instruction via http://www.teachingle.org/ld_resources/alerts/default.htm#social ➤ Read Text Chapter 2
5/30	<ul style="list-style-type: none"> • Chapter 4: Classroom and Behavior Management <ul style="list-style-type: none"> ○ Self Regulatory Skills* • <i>Strategy Application Written Assignment Article Approval Process</i> 	<ul style="list-style-type: none"> ➤ Read and bring your article for your Strategy Application Written Assignment ➤ Read Text Chapter 4
6/1	<ul style="list-style-type: none"> • Chapter 5: Communication & Collaboration 	<ul style="list-style-type: none"> ➤ Read the SOLs for the grade level and subject area you plan on addressing in your unit plan

TENTATIVE COURSE SCHEDULE		
Date	Topics	Assignments Due
		<p>and lesson plan demonstration: http://www.pen.k12.va.us/VDOE/Superintendent/Solutions/home.shtml</p> <p>➤ Read Text Chapter 5</p>
6/4	<ul style="list-style-type: none"> • Chapter 6: Oral Language <ul style="list-style-type: none"> ○ Guided Feedback* ○ Peer Tutoring* ○ Vocabulary Instruction* 	<p>➤ Read Text Chapter 6</p> <p>➤ Learning/Visual Demonstrations</p>
6/6	<ul style="list-style-type: none"> • Chapter 7: Reading: <ul style="list-style-type: none"> -Phonological Awareness -Phonics -Word Recognition <ul style="list-style-type: none"> ○ Mnemonics* ○ Guided Feedback* ○ Peer Assisted Learning Strategies (PALS) 	<p>➤ Read about the Five Big Ideas of Reading” via http://reading.uoregon.edu/big_ideas/index.php</p> <p>➤ Read Text Chapter 7</p> <p>➤ Strategy Differentiation Project</p>
6/8	<ul style="list-style-type: none"> • Chapter 8: Reading <ul style="list-style-type: none"> -Fluency -Comprehension <ul style="list-style-type: none"> ○ Graphic Organizers* ○ Questioning Strategy Instruction* ○ Reading Comprehension Instruction* ○ Content Enhancements* 	<p>➤ Read Text Chapter 8</p> <p>➤ Reflection on Strategy Differentiation Project</p>

TENTATIVE COURSE SCHEDULE		
Date	Topics	Assignments Due
6/11	<ul style="list-style-type: none"> • Lesson Plan Demonstrations 	<ul style="list-style-type: none"> ➤ Lesson Plan Demonstrations ➤ Unit Plan
6/13	<ul style="list-style-type: none"> • Chapter 9: Language Arts <ul style="list-style-type: none"> ○ Computer Assisted Instruction* ○ Scaffolding & Modeling* ○ Semantic Maps* 	<ul style="list-style-type: none"> ➤ Read Text Chapter 9
6/15	<ul style="list-style-type: none"> • Chapter 10: Content Area Instruction and Learning <ul style="list-style-type: none"> ○ Content Enhancements* ○ Peer Tutoring* ○ Mneumonics* 	<ul style="list-style-type: none"> ➤ Read Text Chapter 10 ➤ Read about Mnemonic Instruction via: http://www.teachin.gld.org/ld_resources/alerts/default.htm#Mnemonic
6/18	<ul style="list-style-type: none"> ➤ Chapter 11: Mathematics <ul style="list-style-type: none"> ○ Computer Assisted Instruction* ○ Schema-based Math Representations* ○ Self-talk for Math* ○ Direct Instruction for Math* ○ Concrete-Representational-Abstract (CRA)* ○ Anchored Instruction* ○ Math Manipulatives* ○ Touch Math* ○ Self-regulatory Skills for Math* 	<ul style="list-style-type: none"> ➤ Strategy Application Written Assignment ➤ Read Text Chapter 11
6/20	<ul style="list-style-type: none"> ➤ Chapter 3: RTI <ul style="list-style-type: none"> ○ Peer Mediated Instruction* 	<ul style="list-style-type: none"> ➤ Read Text Chapter 3

Appendix

