



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

Fall 2013

EDSE 628 5S1: Elementary Reading, Curriculum, and Strategies for Students who
Access the General Education Curriculum
CRN: 72277, 3 - Credits

Instructor: Dr. Marilyn Lovett	Meeting Dates: 8/28/2013 - 12/18/2013
Phone:	Meeting Day(s): Wednesdays
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Office Hours: By appointment	Meeting Location: Off-campus, KA1 103

***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 and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard
7. Online assignments via companion website

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

Mastropieri, M.A., & Scruggs, T.E. (2014). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction*. (5th Ed.) Upper Saddle River, NJ: Pearson.

Digital Library Option

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

Recommended Textbooks

None

Required Resources

<http://mymason.gmu.edu>

Log on to this site to obtain the syllabus, prepare for course lectures with Power Points and supplemental information, check assignments, review the assignments, and observe the course documents. Please check this site weekly for updates/announcements!

Companion website:

[http:// www.prenhall.com/mastropieri](http://www.prenhall.com/mastropieri)

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

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.

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*)
- 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 Instruction www.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*)

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 by Monday evening before Wednesday's class. 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 September 4th (Class #2), be sure to come to class prepared with the week's electronic copies of materials or hard copies (whichever works best for you)!****

Additional Readings

Forness, S. R. (2001). Special Education and Related Services: What have we learned from meta-analysis? *Exceptionality*. 9 (4), 185-197.

Several readings will be assigned throughout the semester. These readings can be found on the Blackboard site for class. The Blackboard site contains the assignments/rubrics, resources, and helpful websites.

Course Relationships 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 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 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. 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. In addition, activities such as texting, Face booking, tweeting, emailing or working on documents, etc. represent a disinterest. Points are positively impacted by thoughtful contributions made in class, listening to the ideas of other peers, and demonstration an enthusiasm for learning. Attendance will be maintained through the artifacts students produce during class through group and individual work. 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.**

Each class (14 sessions; points earned if assigned tasks are completed): .5 = prompt; .5 = psychologically invested, prepared, and present; 1 = participation, thoughtful contributions, completed in-class assignments). (2 points possible per each class session)

Also, please display digital etiquette during class sessions. Laptops may be used specifically to observe PowerPoint materials and take notes.

Late Work.

Student performance on assignments is expected to be both timely and of high quality. Each assignment should be submitted by the start of class on the due date (4:30 p.m.). Assignments that are not submitted at the appropriate time **are late**. Late assignments will be accepted in the following manner for a few selected assignments:

- **5% point deduction – up to 1 week late**
- **10% point deduction – 1-2 weeks late**
- **25% point deduction – 2 weeks until the last class meeting**

*No late assignments will be accepted for the Learning Visual/VAKT Presentation, Strategy Application Presentation, or Lesson Plan Demonstration.

Course Requirement	Possible Points	My Points
1. Attendance / Participation / Class Assignments (2 pts. per class meeting)	28	
2. Strategy Application Written Research Assignment **common assessment	40	
3. Strategy Application Presentation	10	
4. Collaboration in Action – Develop 6 questions from assigned readings to share during Class “Pair-share”	12	

5. Learning Visual/ VAKT tool to Create and Present (Science/Social Studies)	8	
6. Lesson Plan ACTIVITY: Identifying components	10	
7. Group Lesson Plan and Demonstration (English or Math)	20	
Total	128	

*Course signature assignment.

Written and Oral Language.

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual for the American Psychological Association (5th ed.). You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org/>. We will use *person-first language* in class in our discussions and written assignments. We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

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.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

Course evaluation and final grades will be based on the below percentages calculated from each individual student’s point score out of the possible 128 point total.

95 - 100% = A

90 - 94% = A-

80 - 89% = B

70 - 79% = C

<70% = F

Assignments

NCATE/TaskStream Assignments.

None at this time.

Common Assignments.

Strategy Application Project (40 points paper and 10 points presentation).

Strategy Application Project (40 pts., paper): Required Common Assessment.

There are two required elements 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.

Part 1. 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.

There are FIVE Components of the Strategy Application Project

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 copy the abstract, please attempt to rewrite in your own words what was undertaken in the study. Your summary will probably be one to two pages double-spaced. **(10 points)**

3. The Intervention/Strategy as used in the original article 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 amended 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 your 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. Procedures/Methods
- E. Results
- F. Evaluation/Discussion

The paper is estimated to be about 8-10 pages in length, not including title page, abstract, references and any appendices.

Scoring Criteria:

RUBRIC for Strategy Application Project

(Please see pages 11-13 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); intervention is 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

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.

Exemplary paper	Adequate paper	Marginal paper	Inadequate paper	Unacceptable/no paper
38-40	34-37	31-33	1-30	0

Part 2. 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) or other multimedia presentation which clearly detail the major points of your project – (a sample will be provided in class) 0 1 2
3. Print ONE hard copy of your presentation materials for displaying an organized visual poster (to turn into instructor) 0 1 2

- 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. (simulating a professional conference w/ individuals circulating and learning about a variety of projects)

Exemplary presentation	Adequate presentation	Marginal presentation	Inadequate presentation	Unacceptable/no presentation
10 points	8-9 points	6-7 points	1-5	0

Other Assignments.

Participation / Attendance (28 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. Please see Course Policies and Expectations section (page 7) for full attendance guidelines.

Course Assignment Details:

Each of the assignments below will be elaborated in class sessions.

Collaboration in Action -6 Reading Questions(12 points) 2 points per question

The purpose of this assignment is to ensure that students have read the assigned materials and to encourage consideration of the material as potential special education teachers. Specific chapters and articles will be designated for this requirement. At the beginning of designated class, students will be instructed to share their questions in partner format. They will then be turned in for grading.

Students will read assigned chapter or article, then, compose 1 question based on reading material. Please see the course schedule for due dates. These questions should relate to the material read and demonstrate thoughtful consideration of the issues/concerns as related to *teaching* in special education. Each question should include 3-4 sentences of background information leading up to the question. One question should not exceed ½ page. There are four assignments of this type. Each question submitted for this assignment will be worth 3 points.

Example:

In Lisa Delpit's book, Other people's children, teaching of "basic skills" in literacy is discussed. She writes about the context of national curricular trends that virtually discourage teaching explicit skills. Suggesting that they could be incidentally learned in what was referred to as "whole language" pedagogy. Many teachers receive little training in whole-language methodologies. Therefore, teachers experience difficulty figuring out the process of whole-

language instruction and how to embed skills. So what should teacher education programs emphasize as appropriate instruction for literacy “basic skills”?

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).

Rubric

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
Total (8)					

Group Lesson Plan (20 points)

With a group (maximum of 4 per group) prepare a *lesson plan* (English/mathematics) that follows The Active Teaching Model (LEARN complies) demonstrated in class as well as additional components of effective teaching to be reviewed in class early in the course. Your lesson plan will address specific well-defined skills from the Commonwealth of Virginia’s Elementary (Grades 1-5) SOLs in English or Mathematics which can be found at the VDOE website: <http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>

Opportunities will be provided for collaboration during class periods. The lesson should be well planned and typed in order to be turned in to the instructor. The rubric/outline will include the following components.

Group Lesson Plan Rubric
Written Component

<i>Component</i>	<i>Points</i>	<i>Comments</i>
Objective(s): <ul style="list-style-type: none"> Includes a clear, observable, and measureable learning objective 	/2	
Set up: <ul style="list-style-type: none"> 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. 	/4	
Activity(ies): <ul style="list-style-type: none"> 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. 	/4	
Strategy: Incorporation of varying strategies/materials introduced in this course which support student learning.	/3	
Methods: Incorporates a variety of methods in the lesson in order to facilitate the instructional goals in a motivating way.	/3	
Assessment and accommodations: <ul style="list-style-type: none"> Assessments are relevant to the task demonstrated and identified on the lesson plan. Relevant and special modifications/accommodations are noted. 	/2	
Collaborative efforts: <ul style="list-style-type: none"> Everyone has a clear and important role for the development of the lesson. Lesson is clear, creative, and not disjointed. 	/2	
TOTAL	/20	

Group Lesson Plan Demonstration Component

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 in a “mini” form of approximately 15 minutes, where the lesson is taught but lengthier elements are abbreviated for the purposes of the demonstration.

RUBRIC for Lesson Plan Demonstration

Exemplary demonstration: 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

Adequate demonstration: 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.

Marginal demonstration: 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.

Inadequate demonstration: 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.

Unacceptable: No demonstration or completely unsatisfactory demonstration with no relevance to assignment.

Schedule

Fall 2013

Class	Topics	Before the Next Class, I need to:	My notes.....
Class 1; 8/28	<p>Introduction to course: Review syllabus, text, and Blackboard overview of expectations and assignments. Small group activity - What is a strategy?</p> <p>Writing assignment: What makes a strategy an evidenced-based practice? Identifying a Research-based intervention/strategy</p>	<p>Read over Chapter 6 (Effective Differentiated Instruction for All Students)</p> <p>Read article in consideration of writing assignment: Forness, S.R. (2001). Special Education and Related Services: What have we learned from meta-analysis? <i>Exceptionality</i>, 9(4), 185-197.</p> <p>Collaborative Question #1 on article due <u>class 2, 9/4</u>.</p>	
Class 2; 9/4	<p>EBPs – “Pair-share” collaborative question #1 response</p> <p>*Sign up for Learning Visual/VAKT tool (Learning Theory You Tube clip)</p> <p>Effective instruction for all students.... Looks like? EBPs Components of an effective lesson (Active/LEARN) Teaching objectives Methods & strategies</p> <p>*VAKT/Learning Visual Tools modeled</p>	<p>Find research article with strategy investigated for <i>signature assignment</i></p> <p>Read Text Chapter 2 & 9 Collaborative Question #2 on <u>Chapter 2 or Chapter 9</u> due <u>class 3, 9/11</u>.</p>	
Class 3; 9/11	<p>Inclusive Practices and Co-teaching – “Pair-share” Collaborative Question #2 Response</p> <p>Promoting Inclusion with Classroom Peers *Cooperative Learning Methods</p>	<p>Find research article with strategy investigated for <i>signature assignment</i> and bring in (or send electronically) for approval</p>	

Class	Topics	Before the Next Class, I need to:	My notes.....
Class 3; 9/11 (cont.)	<p>Peer tutoring * and cooperative learning* strategies demonstrated as language experience charts and literature circles</p> <p>Collaboration & Partnerships- Co-teaching Collaboration for referral and placements</p> <p>*VAKT/Learning Visual Tools Modeled</p>	<p>on or by <u>Class 4, 9/18.</u></p> <p>Read chapter 10 (Motivation & Affect) Collaborative Question # 3 <u>due class 4, 9/18.</u></p> <p>Bring in (or ready to share) ONE tool you incorporate to improve student motivation and affect</p>	
Class 4; 9/18	<p>Chapter 9: Motivation and Affect “Pair/share” collaborative question #3 Response</p> <p>Share tool for motivation affect!</p> <p>Discuss preconditions for motivation and affect in the classroom.</p> <p>Identify elements of a positive and motivating learning environment (videos).</p> <p>Goal setting*; Self-monitoring*; Opportunities to Respond* (OTR); Response Cards; Feedback*</p> <p>VAKT/Learning Visual Tool Share</p>	<p>For next class, locate and bring to class essential knowledge (learning objective) from the SOLs based on the grade level and subject area you plan on addressing in you plan lesson plan.</p> <p>Read Chapter 11 – Attention & Memory Collaborative question #4 due <u>class 5, 9/25</u></p> <p>Review Sally Sample Lesson Plan and Identify the components. (10 point activity to complete and bring to class 6; <u>Due class 6, 10/2.</u></p> <p>*Selected research article for strategy assignment due today!</p>	

Class	Topics	Before the Next Class, I need to:	My notes.....
Class 5; 9/25	<p>Chapter 11: Attention and Memory “Pair-share” Collaborative Question #4 Response</p> <p>Test your memory Memory processes (*mnemonics, graphic organ., meta-cognition demo) Think Aloud Strategies for improving memory Attentional characteristics</p> <p>Group Project (Lesson Plan) selector activity and planning time</p> <p style="text-align: center;">VAKT/Learning Visual Tool Share</p>	<p><i>Review Sally’s Sample Lesson Plan and identify components.</i> (10 point activity to complete and submit electronically or bring to class 6, 10/2.</p> <p>Read Text Chapter 12 – Teaching Study Skills</p> <p>Read Text Chapter 13- Assessment</p>	
Class 6; 10/2	<p>Review lesson plan component assignment.</p> <p>Chapter 12: Study Skills for content area textbooks and other materials.</p> <p>Assessing student learning; accommodations/modifications Review of running records, miscue analysis* Curriculum-Based Assessments*(CBA)</p> <p>The IEP</p> <p>Group project planning time</p> <p style="text-align: center;">VAKT/Learning Visual Tool Share</p> <p style="text-align: center;">Lesson plan component activity due!</p>	<p>Read chapter 14 - Literacy</p> <p>Collaborative question #5 due class 7, 10/9.</p>	
Class 7; 10/9	<p>“Pair-share” Collaborative Question #5 Response</p> <p>Chapter 14: Content Area Instruction and Learning – Literacy Part I</p>	<p>Read chapter 15 – Mathematics</p> <p>Online assignment directions posted to Blackboard – completed assignment must be</p>	

<i>Class</i>	<i>Topics</i>	<i>Before the Next Class, I need to:</i>	<i>My notes.....</i>
Class 7; 10/9 (cont.)	Decoding, fluency, and comprehension- Overview of Five Domains*, Direct Instruction *, reading strategies, Teacher language and questioning techniques Semantic maps and graphic organizers	submitted electronically by <u>class 9, 10/23 (4:30 p.m.)</u> Prepare group lesson plan and presentation for <u>class 9,</u> <u>10/23.</u>	
Class 8; 10/16 No face to face meeting Online Assignment	Chapter 15: Mathematics	Complete and electronically submit online Mathematics Assignment by <u>class 9</u> (4:30 p.m.) Complete and present group lesson plan (hard copy for instructor)	
Class 9; 10/23	Group lesson plan presentations Literacy Part II- Content area instruction, language, and writing Read Aloud demo QAR (Question/Answer Relationship) strategy Mathematics – NCTM Math materials and manipulatives Effective strategies Teaching math to students with disabilities Online mathematics assignment due by 4:30 today!	Work on Strategy Application Intervention and Paper	

<i>Class</i>	<i>Topics</i>	<i>Before the Next Class, I need to:</i>	<i>My notes.....</i>
<i>Class 10; 10/30</i>	<p>Writing – Self-regulated strategies Pow+Tree, SRSD* Writing process Spelling Instruction Handwriting Instruction/Technology* Cognitive Strategy Instruction*</p> <p>In-class module partner study from IRIS website. PALS* - a research validated strategy http://iris.peabody.vanderbilt.edu/index.html</p>	<p>Work on Strategy Application Intervention and Paper</p> <p>Read Text Chapter 7 – Response to Intervention (Rti)</p> <p>Collaborative Question #6 <u>due class 11, 11/6</u></p>	
<i>Class 11; 11/6</i>	<p>Rti – Collaborative Question #6 Response</p> <p>In-class module partner study from IRIS website. http://iris.peabody.vanderbilt.edu/index.html</p> <p>Glossary of terms, school-wide screening, progress monitoring, tiers of intervention</p>	<p>Work on Strategy Application Paper</p> <p>Read Text Chapter 16 – Science, Social Studies, and Transitions</p>	
<i>Class 12; 11/13</i>	<p>Chapter 16 – Science and Social Studies Adapting textbook-oriented approaches for Social Studies and Science</p> <p>Adapting activity-oriented approaches to Social Studies and Science Inquiry learning in Social Studies and Science</p>	<p>Continue work on Strategy Application Paper; Peer editing exchange as needed</p>	
<i>Class 13; 11/20</i>	<p>Chapter 16 (cont.)- Planning for Transition What does transition mean Strategies for promoting transitions Strategies for transitioning for the future</p>	<p>Strategy Application Project Paper Due by Wednesday, December 4th, 4:30 p.m.</p>	

<i>Class</i>	<i>Topics</i>	<i>Before the Next Class, I need to:</i>	<i>My notes.....</i>
		Work on Strategy Application Presentation	
<i>11/27</i>	<i>No Class Happy Thanksgiving!</i>		
<i>Class 14; 12/4</i>	Strategy Application Project Presentations	<i>Submit paper by 4:30 p.m.</i>	
<i>Class 15; 12/11</i>	No face to face meeting <i>Office Hours 4:30 - Kellar Annex Room 103</i>		

Revised 8/26/13

NOTE:

- * This syllabus may change according to class needs.
- * **If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, please call and/or make an appointment with instructor as soon as possible.**

Appendix

None at this time.