



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

Spring 2014

EDSE 628 001: Elementary Reading, Curriculum, and Strategies for Students who  
Access the General Education Curriculum  
CRN: 10607, 3 - Credits

<b>Instructor:</b> Dr. Jugnu Agrawal	<b>Meeting Dates:</b> 01/21/14 - 05/14/14
<b>Phone:</b> 571-277-8085	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> jagrawal@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-7:10 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Off-campus Building, KA 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-requisites:** 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) 993-3670 for assistance. All other students should refer to their faculty advisor.

## **Nature of Course Delivery**

*[Instructors, please revise in accordance with your specific course format]*

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

## **Field Experience Requirement**

A Field Experience MAY BE a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

**REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE:** Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

**OPTION 1:** Request a placement online through the Clinical Practice Office

- Complete the online request form and indicate that you need a field placement. **IT IS IMPORTANT THAT YOU DO THIS WITHIN THE FIRST TWO CLASSES SO THAT THE FIELD PLACEMENT OFFICE HAS SUFFICIENT TIME TO FIND A PLACEMENT FOR YOU .**

**OPTION 2:** Arrange for your own placement **AND** complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal **BEFORE** you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the **SCHOOL EMPLOYEE** to request permission from the principal **BEFORE** you begin your assignment. (The guest GMU student should **NOT** contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu).

c. I know a student outside of a school setting that I would like to work with for the assignment (Note: It is not recommended that you work with your own child.)

→You need to obtain consent from the parent of the child and forward written consent to the CEHD field experience office at fieldexp@gmu.edu.

d. I am a consortium student that does not attend GMU

→You need to complete the GMU online field placement form regardless of whether or not you need assistance finding a placement.

You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

### **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 **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

### **Recommended Textbooks**

Jacobs, G. M., Power, M. P., & Loh, W., I. (2002). *Teacher's sourcebook for cooperative learning: Practical techniques, basic principles, and frequently asked questions*. Thousand Oaks, CA: Corwin Press.

Marriott, D. (1997). *What are the other kids doing? While you teach small groups*. Cypress, CA: Creative Teaching Press.

### **Required Resources**

Access to American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

*Access to Course Blackboard Site:* <http://courses.gmu.edu>

Blackboard will be used to post important information for this course, syllabus, Power Points and supplemental information. Plan to access the Blackboard site several times per week; announcements and resources are posted on the Blackboard site in between class sessions. Please check this site several times per week for updates/announcements. You are responsible for accessing the materials including the reading materials prior to class.

Access Blackboard at “my mason portal site” Your login and password is the same as your George Mason email login. Once you enter, select EDSE 628 to access copies of class materials, readings, and links to relevant sites. Additional sources as needed from the library.

### **Additional Readings**

Several readings will be assigned throughout the semester. These readings can be found on the Blackboard site for the class. The blackboard site contains the assignments/rubrics, approved lesson plan templates, 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.

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)
- Demonstrate respect and consideration for all individuals in our community of learners
- Participate meaningfully

Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Missing **more than two classes** or **repeated** tardiness/leaving early will result in lowering your final grade by 5 points. Please notify me *in advance* by email if you will not be able to attend class.

**Note: It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be *fully* present in class.**

### Late Work.

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.**

### **Written and Oral Language:**

**APA Style** is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (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 our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

### **Academic Integrity:**

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

### **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**

95 - 100% = A

90 - 94% = A-

80 - 89% = B

70 - 79% = C

<70% = F

## Assignments

### Performance-based Assessment (TaskStream submission required).

None at this time.

### Performance-based Common Assignments (No TaskStream submission required).

## I. 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.

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



## **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)**

## **II. Strategy Application Project Presentation (10 points)**

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

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

Print out ONE hard copy of your PPT slides for presenting an organized visual poster presentation (to turn into instructor)

0 1 2

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

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)

0 1 2

### **Other Assignments.**

### **III. 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. 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 (14 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)

### **IV. CLQ's – Collaborative Learning Questions (12 points) 2 points per CLQ**

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. At the beginning of each class, students will be instructed to share their questions in a “pair/share” format. They will then be turned in for grading.

After reading each week's assigned reading, the students will compose 1 question per chapter or article. 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 the context/background leading up to the actual question. Overall, 1 question (total) should not exceed 1/2 page. Each CLQ assignment is worth 2 points.

Example:

*In Mastropieri and Scruggs Chapter 13, there is a discussion of the importance of written language. However, in the chapter there is also a statement that written language instruction is often neglected by teachers. They even discuss how you need to create a positive attitude or environment towards writing. My students are very reluctant writers and often loudly protest*

*when I assign any written assignment. I get tired of the struggle. I know it is important to practice writing, so should I have students write every day?*

**V. Prepare an example of a completed Learning Visual/VAKT tool (10 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
Class Informational Handout or short description	0 .5 1 1.5 2

**VI. With a partner (20 points)** prepare a lesson plan (English/math) 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 1-8) SOLs in English or Mathematics which can be found at the VDOE website:

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.

<b>Partnered Lesson Plan Rubric</b>		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
<b>Objective(s):</b> Includes a clear and accurate learning objective and individual SWBAT objectives are accurately presented	/2	
<b>Set up:</b> Lesson includes an agenda, warm-up, a motivating activity, behavioral expectations, and materials. The components are presented clearly with practical relevance to the lesson as a whole.	/4	

<b>Activity (ies):</b> 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 roles of student (s) and teachers	/4
<b>Strategy:</b> Incorporation of varying strategies/materials introduced in this course which support student learning ( <b>at least two specific strategies</b> )	/3
<b>Methods:</b> Incorporates a <b>variety</b> of methods in the lesson in order to facilitate the instructional goals in a motivating way	/3
<b>Assessment and accommodations:</b> Assessments are relevant to the task demonstrated and identified on the lesson plan. Relevant and special modifications/accommodations are noted.	/2
<b>Collaborative Efforts :</b> Everyone has a clear and important role for the development of the lesson	/2
<b>TOTAL</b>	<b>/20</b>

## Schedule

<b>Tentative Schedule of Classes</b>		
<b>Class</b>	<b>Topic</b>	<b>Due for the Next Class</b>
Class 1- 1/23	<u>Introduction to course:</u> Review syllabus, text, and blackboard Overview of expectations/assignments In class discussion what is a strategy? What makes a strategy and evidence-based practice? Identifying a research-based intervention/strategy	Read Chapter 6 (Effective Differentiated Instruction for All Students) Read Forness article (on BB) <b>(CLQ # 1 on article)</b>
Class 2- 1/30	* <b>Sign up for Learning Visual/VAKT Tool</b> <u>Effective Instruction for all students</u> Components of an Effective Lesson-Active/LEARN Evidence-based practices (EBPs) Teaching Objectives, Methods & Strategies * VAKT/Learning Visual Tools Modeled	Find research article with strategy investigated for signature assignment Please see a sample list on BB under additional resources
Class 3- 2/6	* <u>Cooperative Learning Methods</u> Peer tutoring* and cooperative learning* Language experience charts and literature circles <u>Teaching Study/Organizational Skills</u> SOL for research project DUE Task analysis	Find research article with strategy investigated for <i>signature assignment</i> and bring in (or send electronically) for approval on or by <b>Class 4, 2/13</b> . Read Chapter 10 (Enhancing Motivation & Affect) ( <b>CLQ # 2</b> )

	Homework Strategies	Bring in (or ready to share) ONE tool you incorporate to improve student motivation and affect
Class 4-2/13	<u>Motivation and Affect</u> Share your tool of motivation/affect Identify elements of a positive and motivating learning environment (videos) Goal Setting*; Self-monitoring*; Opportunities to Respond (OTR)*; Response Cards; Feedback* <b>Learning Visual/VAKT tool Share</b>	Read Chapter 11 ( <b>CLQ # 3</b> ) (Improving Attention and Memory) Review Sample Lesson Plan and Identify the components.
Class 5-2/20	<u>Attention and Memory</u> Test your memory • Meta-cognition* • Think Aloud • Mnemonics* Group Project (Lesson Plan)Time <b>Learning Visual/VAKT tool Share</b>	Remember Sample Lesson Plan Activity ( <b>Due Class 6</b> ) Skim chapter 1, Read Chapter 2 ( <b>CLQ # 4 from chapter 2</b> )
Class 6-2/27	The IEP Group Project (Lesson Plan)Time <b>Learning Visual/VAKT tool Share</b> <b>Lesson Plan DUE</b>	Read Chapter 7 (Response to Intervention) and Chapter 13 (Assessment) Continue to Work on Projects
Class 7-3/6	<u>RTI and Assessment</u> Assessing student learning; accommodations/modifications Review of Running Records, miscue analysis* Curriculum-Based Assessments* (CBA) Group Project (Lesson Plan)Time <b>Learning Visual/VAKT tool Share</b>	Read Chapter 9 (Promoting Inclusion with Classroom Peers) ( <b>CLQ # 5</b> )
3/13	<b>SPRING BREAK</b>	
Class 8-3/20	BYOD – Technology in the Classroom Please Bring laptops, phones, and tablets	Read Chapter 14 (Literacy) ( <b>CLQ # 6</b> )
Class 9-3/27	<u>LITERACY Part I: Decoding, Fluency, and Comprehension - Overview of Five Domains*</u> , Direct Instruction*, reading strategies, <b>Group Project (Lesson Plan)Time</b> <b>Learning Visual/VAKT Tool Share</b>	Work on Projects
Class 10-4/3	<u>LITERACY Part II: Content Area Instruction, Language, and Writing</u> • Read Aloud • QAR (Question/Answer Relationship) strategy • Teacher language and questioning techniques • Graphic Organizers; Semantic Maps	Group <b>LESSON PLAN DUE</b> Class 12 at 4:30 (hard copy for instructor) Please bring your lesson plan to date for peer review.

Class 11-4/10- ONLINE CLASS	<u>Writing/ Self-Regulated Strategies</u> POW+TREE, SRSD* Modules on IRIS <a href="http://iris.peabody.vanderbilt.edu/index.html">http://iris.peabody.vanderbilt.edu/index.html</a> 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) <b>Online Collaboration-Peer Review Lesson Plans</b>	Continue to Work on Strategy Application Paper PEER Review Lesson Plans (as assigned) IRIS Module Responses
Class 12-4/17	<u>Writing instruction Contd.</u> Complex Process of Writing Spelling Instruction Handwriting Instruction/Technology* Cognitive Strategy instruction* <b>Speed Dating, peer review of Strategy Papers</b>	Read Chapter 15 (Mathematics) Prepare for final paper and presentation, bring materials for review
Class 13-4/24	<u>Mathematics</u> – principles of math instruction ; NCTM Math materials and manipulatives Evaluate math materials, effective strategies for teaching math to students with disabilities. <b>Group Lesson Plan Due</b> <b>PEER REVIEW STRATEGY PAPERS</b>	Finalize Paper and Prepare for Poster/or PPT Presentations
Class 14-5/1	Strategy Application Presentations	<b>Paper Due by Wednesday May 1<sup>st</sup> at 4:30 pm</b>

## Appendix A

### EDSE 628 Grade Point Sheet

Required Assignment	Possible Points	Earned Points
Participation/Attendance/Class Assignments	28	
CLQ's	12	
Written Strategy Application Project ** Common Assessment	40	
Presentation of Strategy Application Project	10	
Learning Visual VAKT tool to create and present (Science/Social Studies	10	
Paired/Group Lesson Plan (English or Math)	20	
TOTAL	120	

## Appendix B

### RUBRIC for Strategy Application Project

(Please see pages 6-7 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 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.