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

Spring 2014
EDSE 628 684: Elementary Reading, Curriculum, and Strategies for Students who Access the General Education Curriculum
CRN: 17989, 3 - Credits

Instructor: Dr. Sheryl Asen	**Meeting Dates:** 01/09/14 - 03/13/14
Phone: o703-993-5448; c802-595-9663	**Meeting Day(s):** Thursday
E-Mail: sasen@gmu.edu	**Meeting Time(s):** 4:30 pm-8:30 pm
Office Hours: by appointment (206a Finley)	**Meeting Location:** Admin Building, 21000 Education Court, Ashburn, - rooms 420 & 421

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

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

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

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

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

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

Docendo discimus, (Latin "By teaching, we learn.") -Seneca the Younger

For the EDSE 628 Common Assignment, the Strategy Application Project (SAP):
•To request placement with a student you MUST register with the Clinical Practice Office (formerly the Field Experience Office by January 24, 2014. For information, email **fieldexp@gmu.edu.**
•The deadline to record with the Clinical Practice Office the placement you have identified (the school attended by the subject of your Strategy Application Project study) is January 31, 2014.

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

Students:
- Construct knowledge through in class small and large group activities and through course assignments, including independent study and research;
- Reflect on practices, personal skills, and orientations;
- Assess their growth related to course content; and
- Provide constructive feedback to peers.

Interactive and teaming strategies are used to facilitate fulfillment of the outcomes established for the course. Instructor and student led class experiences and presentations incorporate a variety of formats, which may include whole and small group activities, discussion, demonstration, guest presenters, use of media/technologies, and lecture. The instructor at times will use Socratic dialog and problem-solving tools and techniques. Students are expected to know and use GMU e-mail for course communication with the professor and other students and to use Blackboard for course assignments and sharing.

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; and
7. Reflection and self-assessment.

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.

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

• Vaughn, S. & Bos, C. S. (2009). *Strategies for teaching students with learning and behavior problems* (8*th* ed.). Boston, MA: Allyn & Bacon. ISBN: 9780137034673
• For clarification on the digital library option discussed below, please contact Ms. Jennifer Stahl, jstahl2@gmu.edu, (703) 993-4002.

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
Please refer to the latest edition of the Publication Manual of the American Psychological Association, Sixth Edition.
http://www.apastyle.org/manual/index.aspx

Required Resources
- Use of online resource materials from the IRIS Center: http://iris.peabody.vanderbilt.edu/iris-resource-locator/
- Use of online resources on Thinking Maps, including
  http://www.thinkingmaps.org/official/index.html
- Use of online video from Dr. Daniel Siegel:
  http://www.youtube.com/watch?v=Nu7wEr8AnHw
  http://www.youtube.com/watch?v=LiyaSr5aeho
- Use of online video from Dr. Lydia Soifer:
  https://www.youtube.com/watch?v=TzpkRZvdOCw&feature=endscreen or
  http://www.youtube.com/watch?v=TzpkRZvdOCw&feature=youtube_gdata
- Student identified articles from education journals that summarize evidence-based or scientifically-based practices.
- Additional required resources are assigned as necessary, as per instructor discretion.

Additional Readings and Resources
- See the suggested resources for assignment support in the section that describes the course major learning activities (under the bolded header **Assignments**).
- The course Blackboard site contains a folder of Additional Resources to support course content. Included in this folder are articles that discuss how self-assessment and reflection

assist learners in content mastery. These two strategies are used throughout the course to promote EDSE 628 student learning.

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 RESOURES 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.

• Attendance at and being prepared for all sessions are very important. Many of the activities in class that contribute to building and revising conceptual models and personal orientations are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can be experienced only in the class. Also, students are expected to complete all weekly assignments prior to the relevant class session as in class activities are dependent on the foundation laid by the readings and outside of class activities. See "preparedness" in the 3rd bullet.

• Students are required to (a) arrive on time, including back from break(s), (b) stay in the classroom/activity area for the duration of the class time, and (c) participate in all class activities (both face-to-face and electronic means) in order to be considered "in attendance" for the class session. Attendance and professionally relevant, active participation that demonstrates proper professional behavior are expected in all class sessions and interactions for a grade of B or better.

• Attendance, preparedness (assignments are: completed and of sufficient quality; submitted on time;), participation, and professional disposition are required in each class session to be eligible to earn points for that class session. The GMU CEHD Professional Dispositions serve as a minimum standard for class member behavior (http://gse.gmu.edu/facultystaffres/profdisp.htm).

• Use of Computers, Cell Phones, PDAs, iPads, and other electronic devices and materials: Please be *fully* present in class. It is impossible to participate wholly in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. Please use computers only for work related to the current class activity. Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class. The breach will be considered as non-attendance for that class session. If, for emergency reasons, you must be available via cell phone, please discuss the situation with the instructor in advance of class and, if access is granted, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

• Class starts at 4:30 p.m. and ends at 8:30 p.m. as per the clock on the classroom wall (which may differ from your time piece) or as per the instructor. It will not be considered disruptive or

disrespectful to leave at 8:30 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.

• Please alert the instructor prior to class of impending late arrival, early exit from class, or absence (see information below).

• Students are expected to attend all class sessions to receive full participation credit. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. Please do not request permission to miss a class you must make your own decision. All students are granted one absence, though class session participation points are not awarded if a student has not attended class and all work still is due on Blackboard according to the course calendar (please bring your printed copies to class the next week). A second absence will result in the final grade dropping by 5 points. Three absences (including the granted absence—i.e., two absences in addition to the granted absence) will result in a base grade of C, equivalent to 79 points, from which unearned points will be deducted. If there are extreme extenuating circumstances resulting in more than one absence, you must consult with the instructor, including notifying the instructor by email prior to the start time of a missed class session.

• Students who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions/clarifications/explanation, and assignments due as if in attendance and as outlined in the course syllabus. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.

• A grade of Incomplete is awarded ONLY under extenuating circumstances and must be discussed and agreed upon by the instructor prior to EOB the day before the last class session. The instructor will require that the student discuss with the instructor, then sign the GMU Incomplete Grade Contract as per terms the instructor outlines.

• In-depth reading, study, and work on course requirements require outside class time. GMU graduate students are expected to allot per week three+ hours per course meeting hour (or at least 12 hours per week for this course) for class session preparation (reading, study, planning, etc.). This is in addition to time devoted to assignments that take the place of class time and time devoted to completing course major learning activities.

• If you feel you cannot adhere to the assignment and class schedule noted in the syllabus, please contact the Instructor immediately to discuss options for completing the course under agreed upon conditions or for withdrawing.

　　　Late Work.
• Submitting an assignment late does not alter the due dates of the other assignments. It prevents timely feedback regarding work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and

feedback from your instructor across the semester.

• All learning activity assignments are required to be completed and submitted on time. This includes *submitting the weekly work to Blackboard no later than 4:30 p.m. the day it is due AND* submitting the final copy of the course common assignment, the *Strategy Application Project paper, by 4:30 p.m. the last day of class both on Blackboard and in print/hard copy*. An assignment is considered late if it is not submitted by the posted due date and time.

• When the format for assignment response includes print/hard copy, students must make every effort to bring to class a print/hard copy, which is part of the assignment expectation. If the student forgets the print copy, the student is to bring it to class the following week as the instructor will not print out the copy on Bb (and therefore will not read and grade it). In fairness to students who make the effort to submit hard copies of papers on time, if a student has more than 2 occurrences of not bringing in on time the print copy of any assignment, the assignment will be considered late, even if posted to Blackboard. The exception is the Strategy Application Project, which *must* be submitted on time in print as well as electronically (see above).

• For late submissions of assignments:

> o Fifty percent (50%) of the points will be deducted from your assignment grade for late submissions unless the instructor has agreed to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade. See below for further conditions.

> o The earlier date that the assignment was received in hand as a print/hard copy by the instructor or posted on Blackboard will be considered the date submitted; however, the instructor will not print out student work and, therefore, will not provide feedback or grade the work until a printed copy is received.

> o The assignment will not be considered completed until the work is posted to Blackboard *and* handed in in print. If a student does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment. The assignment still must be submitted by the last class session; otherwise, the course will not be considered completed until the work, of satisfactory quality, is received by the instructor. This may result in the assignment of a grade of Incomplete, which will be changed once the instructor receives the delinquent work.

> o Presentations and related materials are due in class and posted to Blackboard according to the class schedule.

> **Other Considerations:**

> **Communication.**

• Written Language: Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level

commensurate with advanced degree study. APA Style is the standard format for any written work in the College of Education. If unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: http://apastyle.apa.org.

• Oral Language: Use "person-first language" in class discussions and written assignments (and ideally in professional practice). In accordance with terminology choices in the disability community, strive to replace the term "Mental Retardation" with "Intellectual Disabilities" in oral and written communication and to avoid language labels by stating, for example, a "student with disabilities" (SWD) rather than a "disabled student". Please refer to guidelines for non handicapping language in APA Journals, including information available at: http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf and http://supp.apa.org/style/pubman-ch03.15.pdf.

• *Your GMU email address and the instructor's GMU email address are the only email addresses that will be used for communication in this course.* Student email is accessed at http://masonlive.gmu.edu. *ALL* communications regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information.

• Failing to check your Mason email or citing technical difficulties does not relieve you of the responsibility to communicate via your GMU account. Please make sure your *GMU email is activated and checked at least once per day and early enough on class meeting days to allow for appropriate response.*

•Communications from the instructor as well as university announcements are sent to your GMU email address. Any student who experiences technical issues or who has questions with regard to activating and/or accessing his/her MasonLive email account should contact the ITU Support Center directly (and immediately!) at 703-993-8870 and support@gmu.edu. ITU information is available at http://itservices.gmu.edu/.

• It is your responsibility to communicate with the instructor about options if technical difficulties you are experiencing are prohibiting course participation, receipt of course related email messages, and access to Blackboard.

• Please send outgoing email messages *only* through your GMU email account when related to this course and GMU business. Do **NOT** send course related email through your personal or professional email account(s) unless you have a documented issue using GMU email. You may activate and forward your GMU email to your most-checked account; however, *send any reply/outgoing message to the instructor via your GMU email account.* (To forward email: Go to http://mail.gmu.edu. Click on the "Options" tab at the top of the page. Click on "Settings" link on the left of the page. In the box labeled "Mail Forwarding" type in your most-checked email account.)

• Please keep up-to-date with cohort announcements and requirements as posted at the GMU

Special Education Cohort web site:
http://gse.gmu.edu/programs/sped_cohort_program/cohort_home/. This site includes information to assist cohort participants, including announcements, a cohort handbook, and cohort specific information. For additional assistance with cohort and outreach program queries, please contact Pam Baker (pbaker5@gmu.edu).

• All student work may be shared in future courses and professional development taught by Dr. Sheryl Asen. Author credit explicitly will be given to student authors for their work.

NOTE: A TaskStream submission is NOT required for EDSE 628. The following section on TaskStream is part of the syllabus for all EDSE courses.

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
94 – 100 points = A
90 – 93 points = A-
86 – 89 points = B+
80 – 85 points = B
70 – 79 points = C
< 70 points = F

Assignments
　　　　Performance-based Assessment (TaskStream submission required).
EDSE 628 does not have an assignment that requires submission to TaskStream.

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

The Common Assignment for EDSE 628 is the Strategy Application Project (SAP). Additional information on this assignment is included in the section below, **Major Learning Activities.** For details on the SAP, see section VI.

Other Assignments.

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

I. Attendance and Participation (10% of final grade)

Credit for attendance and participation is achieved through active, thoughtful, deliberate contribution to and completion of all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully. If a student is not present, participation points for that class session are *not* earned/awarded but all assignments are due as per the course calendar. See Course Policies & Expectations for related information and further discussion.

A. Attendance includes:
   - Promptness (getting to class and back from breaks on time) and
   - Being present for the full duration of class.
B. Participation implies demonstration of being psychologically and socially available to learn as well as coming to class prepared—i.e., having completed the required assignments. Participation considers the student's professional dispositions and level of engagement in class activities and includes but is not limited to:
   - Contributing thoughtfully and fully to class activities and discussions;
   - Listening to the ideas of others;
   - Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influences class dynamics);
   - Demonstrating enthusiasm for learning;
   - Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content;
   - Facilitating group work;
   - Self-assessing course work; and
   - Writing a class session "take away"—a personal learning connection made in that class session.

II. Quizzes (7% of final grade)

For each of the course text chapters 2 and 6 through 11 students will have a take home quiz on the chapter content (7 chapters). The purposes of the quizzes are to:
   - guide reading
   - assist in review of chapter FOCUS questions
   - highlight for the student areas of overall mastery of chapter concepts, and

- identify those concepts needing further study and review.

The process also requires students to practice study skill strategies that assist elementary students in successfully gleaning information from print materials. The take home quiz is completed outside of class while reading the chapters. A student downloads the quiz (in Word format) from Blackboard, then, while reading, s/he:
- notes the page number(s) on which the answers are found;
- uses a highlighting pen to indicate the mutiple choice option(s) selected; or
- uses an ink pen:
  - to write in responses (e.g., to draw matching lines; to write in or circle options).

The student brings the completed quiz to class and the student self-checks his/her work. Doing so is considered part of the quiz assignment. (The instructor reviews the results.) One point per quiz is awarded ONLY for those quizzes for which the student earns 5 or 6 correct out of the 6 prompts per quiz and those that include 2 brief chapter "take away" statements, to be shared in class.

III. Responses to Resources (15% of final grade)

The student records 5 brief "take away" statements for each of the weekly assignment resources as per the course calendar and assessment matrix. The majority of the resources are IRIS modules. While the student is expected to work through all pages in each IRIS module and to come to class prepared to discuss and apply module content, it is not necessary to write resses to the Initial Thoughts and Assessment prompts. Resources that are exceptions to IRIS modules are noted on the course calendar and assessment matrix. The Thinking Maps assignment has requirements in place of the "take aways"; the Class 5 assignment has requirements in addition to the "take aways". The instructions for Thinking Maps and class 5 assignments will be posted on Blackboard.

IV. Cognitive Strategy Instruction Research Review (5% of final grade)

Each student locates and analyzes an article from an education journals that summarize evidence-based, scientifically-based, or research-based practices for cognitive strategies instruction (CSI) that appropriately can be applied to mastering elementary level content for students with disabilities who access the general curriculum. The research review content may be applied to the EDSE 628 Common Assignment, the Strategy Application Project; therefore, it highly is recommended that the EDSE 628 student focus on a strategy that may be used in the Strategy Application Project.

The research review is a well-written *summary* that succinctly:
- States the content area(s)/topic(s), specific skill(s), intended student audience (e.g., age, disability).
- Describes the importance of the strategy for mastery of academic content and the theory/concept underlying the strategy. Includes at least 2 additional citations of supporting research.
- Describes strategy steps sufficiently and clearly; includes tool as available.

- Discusses implementation implications: key points that help a teacher implement the strategy with SWD, including possible accommodations for different populations.

Each student identifies an article that discusses how a strategy successfully is used for teaching a specific skill within a content area. Articles must come from professional journals/publications. The focus of the article must be a research validated strategy that is applicable to teaching elementary level students with mild disabilities (ED, LD, and/or, ID). For assistance in selecting research articles, contact:
• Ms. Jackie Peterson, KIHD Librarian: jpetersk@gmu.edu, 703-993-3672, GMU Fairfax campus Krug Hall room 110.
• Anne Driscoll, Reference Librarian, Fenwick Library: adrisco2@gmu.edu, 703-993-3715, GMU Fairfax campus Fenwick Library room A244.
If you have questions about the appropriateness of an article, contact the instructor prior to submitting your review.

Research review submissions must be on the form provided by the instructor. Samples will be posted on Blackboard. A draft of the research review, the associated article, and any instructional aid/tool are brought to class for sharing and peer review/feedback as per the course calendar. Students work during class time to conduct peer reviews of and provide feedback about written drafts. This peer review requirement signifies that classmates take responsibility for helping each other select appropriate articles/reports (i.e., the strategy is evidence-based, scientifically-based, or research-based) and prepare well-written, complete reviews. Peers will be asked to verify that they reviewed a peer's article selection for appropriateness and assignment for completeness (all components are present) and quality (the written research review summaries meets graduate level writing standards).

The research review must be of sufficient written quality (written expression/content and mechanics; proper citations).

V. Chapter Topic Team Presentation (30% of final grade)

Each student participates on a team that develops and leads a group presentation. The presentation focuses on topics in one chapter (or designated parts) of the required course text. It is possible that a team is assigned other content.

The presentation is *not* a review of chapter factual information. The purposes of the presentation and its activities are:
- To assist class members in processing and applying the chapter's essential content, *especially principles of instruction in that area*, to using strategies in instruction of elementary curriculum and
- To expand our repertoire of *evidence-based, scientifically-based, and research-based* strategies for learning.

The chapter team members are responsible for working as a group to develop and then lead the class in learning experiences that include active participation by classmates. Time allocation will be determined by the instructor and is based on the size of the teams (influenced by class

membership) and on the content focus. Typically, presentations range from 90 to 120 minutes, but may vary.

The main emphasis is on principles of instruction and using strategies for content mastery that demonstrate application of these principles in instruction. The team considers:
- The inter-relationship between the principles of instruction in the content area and use of strategies (which assist student mastery of K-6 curriculum content knowledge and skills) and
- How to best support student learning about and application of the strategies.

The group members identify representative strategies for mastering key content that are verified as effective learning tools (evidence-based, scientifically-based, or research-based practices). Sources, in addition to the course materials, may include the library of Pearson digital texts, professional journals, and materials in the Kellar library. (See the list of resources to support this assignment that are noted at the end of the assignment description. The resources are posted on Blackboard [Bb] as well.) Specific resources and strategies may be required by the instructor—these will be discussed with the presentation team.

The presentation includes making connections between the main points in course readings and the participatory experiences—discrete discussion of any content and concepts in the chapter essential to understanding and implementing the presentation's strategy activities is to be blended into activities. Keep in mind: the presentation ***mainly focuses on assisting participants in gaining understanding of and confidence in implementing strategies that apply instructional principles*** and assumes that course members have read the course materials to date and are familiar with course content.

The majority of the presentation centers on demonstration and participatory application activities. Teaching students with disabilities (SWD) how to use strategies includes modeling by the teacher and teacher directed guided practice; therefore, presentation components may include: practicing strategy steps; role playing student-teacher interactions; reacting to a case study/scenario; observing a skit (e.g., of a demonstration) and debriefing about the strategy and instructional practices; using/exploring related artifacts (e.g., a sample of materials scaffold; a handout summary chart).

The presentation also includes:
- Examples of how Thinking Maps may be applied to learning in the area of focus. Other graphic organizers may also be included, but are not required.
- Examples of using content, material, and/or task scaffolds for mastering the strategy and/or academic content.

The presenters share with classmates a brochure as a "take away" of supporting information for using instructional principles and cognitive strategies for teaching the content that is the focus of the team's presentation. (Samples will be posted on Blackboard.)

The materials used and shared must be done ***in compliance with copyright regulations***.

All materials/documents and any PowerPoint presentations used as part of the chapter presentation are *due to the instructor electronically via the Bb drop box by the start of class the day of the presentation*. Please combine as many features into as few documents as possible (while also considering what makes sense to group together). The instructor later may post these to the class Bb site.

Following completion of the presentation, the team evaluates the presentation by assigning points earned on the assessment matrix. Additionally *each* team member writes a concise but substantive reflection on what the individual gained from the assignment related to the course goals. This self-assessment is due by 6:00 p.m. the Sunday following the presentation via *both* the *Blackboard drop box* and to the instructor *via GMU email*.

Assignment Support

For assistance finding research on strategies in professional publications contact:
- Ms. Jackie Peterson, KIHD Librarian: jpetersk@gmu.edu, 703-993-3672, GMU Fairfax campus Krug Hall room 110.
- Anne Driscoll, Reference Librarian, Fenwick Library: adrisco2@gmu.edu, 703-993-3715, GMU Fairfax campus Fenwick Library room A244.

Ms. Peterson also can assist in finding appropriate curriculum materials, other program resources, DVDs, etc. that are in the Kellar collection.

For assistance searching the Pearson digital library to find additional information on strategies, principles of instruction, etc., contact Alicia Barnes, alicia.barnes@pearson.com.

For information on effective presentations and tips, go to:
http://seggleston.com/1/business/key-steps
http://go.owu.edu/~dapeople/ggpresnt.html
http://www.auburn.edu/~burnsma/oralpres.html
http://www.presentationmagazine.com/Essential_Presentation_skills.htm
http://www.timetomarket.co.uk/presentation-skills-tips_November.htm

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

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

VI. Common Assignment: Strategy Application Project (33% of final grade)

The Strategy Application Project (SAP) is the Common Assignment for EDSE 628 across all sections. The EDSE 628 student designs, implements, collects data, and analyzes research using

a *strategy for academic learning by students with mild disabilities.* The strategy must be a research validated approach *for mastering knowledge or skills in elementary level reading, language arts, mathematics, science, or social studies.* This may include strategies for vocabulary development or memory or metacognition *as specifically applied to mastering content in elementary level reading, language arts, mathematics, science, or social studies.* The strategy is appropriate for use with students working at the elementary level and employs the Self-Regulated Strategy Development process for teaching a strategy to a student. The study is conducted during current semester.

NOTE: The strategy used in the EDSE 628 project may *not* be one to improve student behavior. Additionally, curriculum-based measurement (CBM) is used to monitor the progress of the student subject of the project and as such, CBM is *not* the focus strategy of the project.

To achieve these standards through the Common Assignment, students:
- Find in (a) professional publication(s) at least one *research article* that focuses on implementation of a specific *evidence-based, scientifcally-based, or research-based strategy* with elementary students with mild disabilities;
- Read the article(s) with the purpose of comprehending, then emulating use of the strategy;
- Cite research from others (at least 2 additional sources) that verifies the importance of why is content mastery of the skill important;
- Discuss how the strategy supports this content mastery;
- Disccus relevant informaiton about the student subject that verifies the appropriateness of teaching the student to use the strategy;
- Describe implementation considerations, especially accommodations that may be made to assist students in using the strategy;
- Collect baseline data prior to strategy instruction;
- Implement the strategy with (a) student(s), using the Self-Regulated Strategy Development (SRSD) model, in 5 (at a minimum) to 10 instructional sessions of 15-30 minutes each. (NOTE: the number of sessions and the amount of time per session varies *appropriately* according to the student and the strategy.);
- Collect and analyze data on student progress;
- Make recommendations for further instruction;
- Reflect on what the researcher (you, the EDSE 628 student) learned through the assignment.
Additional detail is provided below and through the assessment matrix for the assignment.

If you have difficulty finding a K-12 student for this assignment, GMU's Clinical Practice Specialist Comfort Uanserume (cuanseru@gmu.edu) can assist in placing GMU students at school sites; *however, you MUST register with the Clinical Practice Office (formerly the Field Experience Office)at https://cehd.gmu.edu/endorse/ferf to request placement with a student no later than January 24, 2014.*

GMU is required to track where self-placed students will complete their field experiences. Consequently, *each EDSE 628 student must access https://cehd.gmu.edu/endorse/ferf and complete the information requested* (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you worked with the youngster). *The deadline to record with the Clinical Practice Office the placement you have*

***identified** (the school attended by the subject of your Strategy Application Project study) is January 31, 2014.*

The Strategy Application Project assignment results in the Common Assignment artifact, a research paper presented in APA format in which the student:

A. Creates an abstract of the EDSE 628 student's project that precedes the main body of work. The abstract for the paper clearly and succinctly describes the strategy application project research (not the research on which the project is based). An abstract includes 4 components:
- The main objective and rationale of the project (which strategy is being used to achieve what academic purpose for which student subject).
- A brief summary of the methods used to accomplish the objective (implementation parameters; data collection information; use of the SRSD model).
- The project's results.
- Conclusions about the implications of the project.

B. Introduces the academic area of focus. This includes statements verified by citing professional sources. The introduction emphasizes:
- The significance/relevance of the academic focus for students with mild disabilities and
- The effect exceptional conditions can have on learning in the content area.
- Guiding questions to answer in this section: Why is this content/skill an important competence to focus on?

C. Introduces a specific strategy (name; purpose) and supports its use. The strategy discussion includes research citations and notes:
- The theory/concepts underlying the strategy.
- The efficacy of using this strategy as an intervention to assist SWD in mastering the targeted academic content.
- Guiding questions to answer in this section: Why is the strategy an appropriate instructional intervention? Why does it work? What research is there to support use of this strategy?

D. Describes the intervention strategy in detail, noting critical features, including:
- The intended outcomes (explicitly what a student who uses the strategy accomplishes);
- The conditions and materials needed to successfully implement instruction using the strategy; and
- Specific steps of the strategy. These sequenced steps are be presented in a numbered list that acts as a task scaffold for someone who wishes to use the strategy.

E. Recommends accommodations and modifications for using this strategy with different student populations (e.g., age; disability; cultural background; interests).

F. Describes the EDSE 628 researcher's study's conditions by discussing:
- Demographic/background information about the student subject that is relevant to understanding his/her learning needs related to the focus area of the study.

- A rationale for why the strategy is appropriate for the student participant; that is, implications of the intervention's use for *this* student subject in his/her efforts to master the academic content addressed in the study.
- The curriculum content and VA SOL (precise number and wording) to which the strategy is applied.
- A specific IEP goal statement, objective, or benchmark for the student subject that directly relates the use of the strategy to mastery of content.
- Accommodations and modifications made *for this student*, with rationale or discussion of why such are or are not needed.
- The specific setting and procedures/methods used to implement the study.

G. Provides details on how each step of the SRSD model was followed to implement the project, displayed in table format (template provided). The left column lists the SRSD step while the corresponding right column lists the actions taken by the EDSE 628 researcher to carry out with the student subject that SRSD step. The detail in the right column resembles a modified lesson plan with the discrete actions in a numbered list.
- The baseline data is collected for 3 trials.
- The student subject's practice/application of the strategy occurs over 5-10 sessions. (Sessions spent to introduce, discuss, and model the strategy do not count toward the total sessions in which the student subject applies the steps of the strategy, which must be no fewer than 5. For most strategies, practice sessions will not exceed one per day.)
- The post-assessment data is collected at the conclusion of the 5-10 instructional sessions.

H. Results and evaluation of the effectiveness:
- Presents, analyzes, and discusses the findings, citing specific evidence and examining:
    i. How these results compared to expectations based on the research article and
    ii. Consideration of influencing factors, such as the suitability of the study's duration (number of sessions implemented over time frame).
- Includes an appropriate *CBM* data display (graph) and, if relevant, accompanying charts, tables, and figures. (If you have not taken EDSE 627: Assessment , refer to the IRIS module "Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom", particularly page 5 of Perspectives and Resources http://iris.peabody.vanderbilt.edu/module/gpm/.)

I. States recommendations, with justification, for further instruction of the student subject, including additional uses of the strategy and next instructional steps.

J. Reflects on the relevance of the project to personal professional growth. What knowledge and insights did you gain from this experience?

K. Provides a list of references.

L. Attaches relevant appendices, including: a copy of an instructional tool/aid used/created for implementation and samples (evidence) of student work that show application of the strategy.

The organization of the paper should be logical and promote "flow" for the reader. The EDSE 628 student researcher is expected to communicate with clarity, precision, and engagement. The

project paper should reflect graduate school level conception and execution and use current APA format throughout the paper and in the reference list.

The following is an example of structure for the paper. The correlated item(s) from the list above are noted in parentheses.

> Abstract (item A; An abstract is printed on its own page, separate from the start of the paper.)
> Section I: Introduction (item B)
> Section II: The Strategy (items C, D, E)
> Section III: Study Implementation (items F, G)
> Section IV: Results & Recommendations (items H. I)
> Section V: Personal Professional Connections (item J)
> References (item K)
> Appendix/appendices (item L)

Drafts of the project will be shared with peers for review and feedback in three phrases.

- Phase 1 addresses project information for items A – E above and includes bringing in the reference sources that verify the strategy's effectiveness and steps.
- Phase 2 includes project information for items F and G.
- Phase 3 focuses on items H – L.

This peer review requirement signifies that classmates take responsibility for helping each other prepare well-written, complete projects. Peers will be asked to verify that the assignments they review are complete (all components are present) and the quality of the written project meets graduate level writing standards.

Assessment Matrices

The instructor will share in class and on Blackboard the specific assessment matrices for each of the major learning activities. The matrices provide specific information on how assignments will be evaluated and as such are considered extensions of this syllabus. Additionally, the matrices are used to support self-assessment and for the EDSE 628 student and instructor to monitor and record progress. The assessment matrices will be distributed to course participants under separate cover.

Summary of Major Learning Activities / Points

Activity	Points
Attendance and participation	10
Chapter quizzes	7
Responses to resources	15
CSI research review	5
Chapter topic team presentation	30
Strategy application project	33
Total	100

Schedule

The course calendar is presented on the following pages.

- The course schedule is dynamic—it may change according to students' needs, formative evaluation of course effectiveness, and unpredicted opportunities and events.
- For ALL assignments that require written/hard copy work, to be considered submitted on time:
  - The print version must be handed in on the due date and
  - The electronic version must be posted on Bb no later than the start of the designated class in which the assignment is due.

* = Evidence-Based Practices

Class	Topics for Class This Week	Assignments for _Next_ Class
Class 1 1/9/14	- All Means All - Why access the general education curriculum?* - Assets* and Introductions - Course Overview / Syllabus - Topics & Teams - Registration & Other Housekeeping - What are evidence-based practices?* - IRIS module SRSD: Using Learning Strategies* - Curriculum and learning theories	**For 1/16/14 class 2:** - Read p. 39-end of Chapter 2 "Approaches to Learning and Teaching". Use the chapter 2 quiz to guide your reading. - Complete the IRIS module SRSD: Using Learning Strategies; use the SRSD template as a guide - Review the course syllabus, especially the major learning activities and calendar. - Review the course Bb site, especially the Additional Resources, Assignments, and Assessments folders - Bring to class: - Completed Chapter 2 quiz & response - The Chapter 2 response - briefly: - Aspects of each of the 3 learning theories in Chapter 2 that **currently** guide your practices and - Aspects of the 3 theories not currently part of your practices that you now aim to incorporate into your instruction. - Responses to the IRIS module
Class 2 1/16/14	- Learning Theories - Management by Profile* - Self-Regulated Strategy Development*, including SRSD template for the Strategy Application Project (SAP)* - Evidence based practices* - Course assignments and assessments - Non-Linguistic Representations and Advanced Organizers*	**For 1/23/14 class 3:** - Watch the TED video of Dr. Daniel Siegel: http://www.youtube.com/watch?v=Nu7wEr8AnHw - Thinking Maps assignment (to be distributed) - Bring to class: - Responses to the Siegel video - Thinking Maps assignment – required: 1 map about Thinking Maps; 2 content area thinking maps - Article(s) for your research review

Class	Topics for Class This Week	Assignments for _Next_ Class

Class 3 1/23/14	• Classroom and behavior management: Mindfulness and Neural Integration: Daniel Siegel, MD; Rick Smith*
	 • Research review articles
	 • Thinking Maps*
	 • Note taking*
	 • Brain Research, Memory, Emotion, and Language*
	 • Guest: Dr. Margaret Weiss – phonemic awareness*
		For 1/30/14 class 4:
		 • IRIS: Providing Instructional Supports: Facilitating Mastery of New Skills
		 • Read the Teacher Expectations and Student Behaviors coordinator manual
		 • Prepare a draft of the research review
		 • Bring to class:
		   ○ Responses to the IRIS module
		   ○ Responses to TESA
		   ○ Draft of research review

Class 4 1/30/14	• Guest: Dr. Margaret Weiss – phonemic awareness
	 • Classroom and behavior management: Teacher Expectations & Student Behavior; Richard Lavoie*
	 • Scaffolding and Instructional Supports*
	 • Research review peer review*
	 • Brain Research, Memory, Emotion, and Language*
	 • Dr. Lydia Soifer – The Development of Language Skills*
		For 2/6/14 class 5:
		 • Complete viewing the Dr. Lydia Soifer video*: from 41:00 (41 minutes into the video) to 1:12:00 (through discussion of what teachers can do)
		 • Read text Chapter 6 "Assessing and Teaching Oral Language". Use the quiz to guide your reading.
		 • Bring to the next class (2/12/14):
		   ○ Responses to the Soifer video
		   ○ Completed Chapter 6 quiz & response
		   ○ Responses to the IRIS module
		   ○ Final copy research review

Class 5 2/6/14 NO F2F MTG.	**There is no face-to-face meeting for class 5 (2/6/14). The assignment for class 5 is posted on Blackboard.**	**For 2/13/14 class 6:**
		 • Read text Chapter 7 "Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition". Use the quiz to guide your reading.
		 • IRIS: Differentiated Instruction: Maximizing the Learning of All Students
		 • Prepare a draft of the SAP phase 1
		 • Bring to class:
		   ○ All materials for the class 5 assignment.
		   ○ Completed Chapter 7 quiz & response
		   ○ Responses to the IRIS module
		   ○ Draft of the SAP phase I

Class	Topics for Class This Week	Assignments for _Next_ Class

Class 6
2/13/14
	• Presentation: Oral Language*
	• Presentation: Phonological Awareness, Phonics, and Word Recognition*
	• Peer Assisted Learning Strategies (PALS)
	• Peer review of the draft of the SAP phase 1
		For 2/20/14 class 7:
		• Read text Chapter 8 "Assessing and Teaching Reading: Fluency and Comprehension". Use the quiz to guide your reading.
		• IRIS: Universal Design for Learning (UDL). Print out your Barsch inventory results (Activity, page 1).
		• Bring to class:
		  o Completed Chapter 8 quiz & response
		  o Responses to the IRIS module, including your printed Barsch inventory

Class 7
2/20/14
	• Presentation: Reading Fluency and Comprehension*
	• Collaborative Strategic Reading (CSR)*
	• Learning Preferences and Modalities*
		For 2/27/14 class 8:
		• Draft of the SAP phase 2 (SRSD lesson guide filled in to date) and any part of phase 3 you are able to include
		• Read text Chapter 9 "Assessing and Teaching Writing and Spelling". Use the quiz to guide your reading.
		• Bring to class:
		  o Completed Chapter 9 quiz & response
		  o Draft of components – SAP phase 2 and 3

**NOTE: Begin SAP strategy instruction no later than 2/24/14!**	

Class 8
2/27/14
	• Presentation: Writing, Handwriting, and Spelling*
	• Thinking maps as organizers for writing*
	• Partner review: draft of SAP phase 2*
	• Brain Research, Memory, Emotion, and Language*
	• Multiple Intelligences*
		For 3/6/14 class 9:
		• Read text Chapter 10 "Assessing and Teaching Content Area Learning and Vocabulary Instruction". Use the quiz to guide your reading.
		• Read "Research Foundation Paper on Do The Math - Arithmetic Intervention by Marilyn Burns; see response assignment posted on Blackboard
		• Draft of SAP phase 3 – as much as possible, based on progress
		• Bring to class:
		  o Completed Chapter 10 quiz & response
		  o Response to the Do the Math research foundation paper

Class	Topics for Class This Week	Assignments for _Next_ Class
Class 9 3/6/14	- Presentation: Content Area Learning and Vocabulary Instruction* - Partner review: draft of SAP phase 3* - Techniques for Socratic dialog and higher order thinking* - Relating Burns/Do the Math to the course*	**For 3/13/14 class 10:** - Read text Chapter 11 "Assessing and Teaching Mathematics". Use the quiz to guide your reading. - IRIS module High Quality Math Instruction: What Teachers Should Know - Bring to class: - Completed Chapter 11 quiz & response - Responses to the IRIS module - Printed copy of your Strategy Application Project - Enlarged copy of your SAP abstract for a gallery walk
Class 10 3/13/14	- Presentation: Teaching Mathematics* - SAP abstract gallery walk* - Spacing Learning Over Time* - Wrapping up! - Course evaluation	Rest and Relaxation!!! YEA YOU!!!