



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

Spring 2016

EDSE 628 623: Elementary Reading, Curriculum, and Strategies for Students who
Access the General Education Curriculum

CRN: 18467, 3 - Credits

“When the uncapped potential of a student meets the liberating art of a teacher, a miracle unfolds” ~Mary Hatwood Futrell

“Remember in elementary school you were told that in case of fire you have to line up quietly in a single file from smallest to tallest? What is the logic in that? What, do tall people burn slower?”
~Warren Hutcherson

Instructor: Carmen Rioux-Bailey	Meeting Dates: 01/13/16 - 03/09/16
Phone: 202-302-3223 (mobile)	Meeting Day(s): Wednesday
E-Mail: criouxba@gmu.edu	Meeting Time(s): 5:00 pm-9:30 pm Fairfax HS Room C 118
Office Hours: TWR by appointment	Meeting Location: Off-campus/Other County Loca

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.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Field Experience Requirement

A Field Experience is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site:

<http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.

2. Complete the online field experience registration 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/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).

- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).
- I will arrange my own placement for my field experiences (including observations and/or case studies) because my instructor has offered access to a student(s) inside of a school system.

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.

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., and Bos, C. (2015). *Strategies for Teaching Students with Learning and Behavior Problems* (9th ed.). Boston: Pearson.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

Kress, J., and Fry, E. (2016). *The Reading Teacher's Book of Lists* (6th ed.). San Francisco: Jossey-Bass.

Required Resources

Laptop/Mobile device to Access to Blackboard during class.

Additional Readings

As assigned. Will be posted on Blackboard.

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 2: Learning environments; Standard 5: Instructional planning and strategies.

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/the-mason-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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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.

Students are expected to attend all classes. Students may miss one class with no grade penalty. After that, 10 points will be taken off the **final** grade for each additional missed class. Students are expected to arrive on time and stay for the duration of the class.

Tardiness/leaving early (more than once) will cause 5 points to be taken off the **final** grade per incident.

Late Work.

Late work will not be accepted without prior arrangement with the instructor. If such an arrangement is made, the maximum extension is one week. Only **one** assignment may qualify for an extension request.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

95-100% = A

90-94% = A-

84-89% = B

83-79% = C

< 79% = F

Assignments

Performance-based Assessment (TK20 submission required).

N/A

Performance-based Common Assignments (No TK20 submission required).

Assignment 2: Reading Unit (35 points) due 2/17

Individually or in a small group, prepare an elementary reading unit plan, that is, a 1.5-2-hour block for 5 days that incorporates the 5 components of reading instruction (phonemic awareness, phonics/alphabetic principle, fluency, vocabulary, and comprehension) *each day* for a small group of students with mild/disabilities that is aligned with what is going on in the general education classroom. You will use the FCPS lesson plan template to structure the lessons. The unit plan should address specific well-defined skills from the VA SOL standards for reading. Your unit plan must include the following items:

- A **unit overview** including the Grade level, Standards(s), **Measurable** Unit objectives, and reference to the lesson in which each is introduced.
- A description of the learners and their reading intervention needs
- **5 lesson plans** structured according to the FCPS Model or other template
- Samples of at least one activity (worksheet, graphic organizer, etc.) for **each** lesson that show differentiation for students with ELN.
- Evidence of at least one instructional strategy from your text that is geared to assist a student to access, organize and/or recall the reading material. The strategy must be highlighted or noted in the plan and a sample of the content integrated into the strategy must be present, e.g. a first letter mnemonic devised to teach the steps in passage comprehension)
- Each day's lesson must have some form of assessment. Assessments may be informal (teacher observation) or formal. However 2 formal sample assessments for the unit are required. One should be a pre-test or mid-unit check, and the other an end of unit assessment. One may be a traditional test like those provided by publishers, (with some adaptations noted) or a cbm (curriculum-based measurement). You may be creative, but make sure you address your objectives.
- If you use commercially available lessons, parts of lessons, or assessments, **YOU MUST CITE THE SOURCE!!!!**
- Identify and show evidence of the use of technology. This may be something you use to instruct, or software you used to construct student worksheets, templates or assessments. It also includes websites used as sources for information, or instructional materials.
- Include a reference section for your unit.

Other Assignments.

Assignment 1: Research Review (35 points) due 1/27

Each student will locate and analyze 5 articles from peer-reviewed special education journals (please, no studies that involve non-US education settings) that summarize research on a given facet of elementary instruction for students with disabilities who access the general curriculum.

*Select 5 **research articles from professional journals** (a list of commonly used peer-reviewed journals is available to you in the Information section of Blackboard).*

○ *The focus of the articles must pertain to an elementary level research-based strategy (ies) for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities (ED, LD, Autism, and/or, ID)*

or

○ *the focus must be on cognitive strategies in self-regulation, metacognition, study skills, attention, memory, or motivation for individuals with mild disabilities of elementary age.*

Prepare an **introduction** to the topic and a needs statement (why is this important to students with disabilities?), a written **summary of each research article**, including the complete citation, with a special emphasis on the participants, strategies, materials, and findings. Do not simply copy the abstracts, but write in your own words what was undertaken in the study and the results. Finally, write a **conclusion** of the summaries **as a whole**, and what the **implications for practice** are for the elementary special education teacher—in other words, based on your research review, what should the elementary special education teacher implement in the classroom for students with mild disabilities? Be sure to use APA style and include a reference section.

Assignment 3: Group Presentation: Elementary Instructional Strategy Training (30% of final grade) due 3/9

Your group will present a strategy to be used to help students acquire or retain content area information or skills. Your group will be choose an instructional area such as Reading, Writing, Spelling, Math, Science, Social Studies or Study Skills and will teach the rest of the class the strategy. Your strategy should have broad application to be considered effective.

Your presentation should include an introduction which features a statement of the challenges the strategy is meant to address, a research section describing/ supporting the effectiveness of the strategy (at least 3 references), a detailed description of how to implement the strategy, a handout for each of your classmates summarizing the strategy, examples of how the strategy can be adapted for different ages/grades, and a resource/reference section. You will have 20 minutes for your presentation, and each group member must contribute equally to the development and presentation of the content.

Schedule

Session Date	Topic	Reading to do <i>after</i> this session	Assignments Due <i>this</i> Class Session
1 1/13	Course Introduction Enduring Understandings Research/Evidence-Based Practices "School Play"	Chapters 1, 2, 5	
2 1/20	RTI* Classroom Management and Behavior*	Chapters 3 & 4	
3 1/27	Language development Reading K-3	Chapters 6 & 7	Assignment 1: Research Review due
4 2/3	Reading 4-6	Chapter 8	
5 2/10	Writing Spelling	Chapter 9	
6 2/17	Math Science/Social Studies	Chapters 10 & 11	Assignment 2: Reading Unit due
7 2/24	Differentiation/Accommodations/Modifications	Readings on Blackboard	
8 3/2	IEP planning and monitoring		
9 3/9	Presentations Course Wrap-up and Evaluations		Assignment 3: Strategy Presentation due

