



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

Fall 2017

EDSE 628 637: Elementary Reading, Curriculum, Strategies for Students Who Access the
General Education Curriculum
CRN: 82200, 3 – Credits

Instructor: Dr. Christine Ritter	Meeting Dates: 09/12/17 – 11/14/17
Phone: (703) 220-4661 (cell)	Meeting Day(s): Tuesday
E-Mail: critter6@gmu.edu	Meeting Time(s): 5:00 pm - 9:00 pm
Office Hours: by appointment	Meeting Location: Woodson HS
Office Location: by appointment	Other Phone: N/A

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

Prerequisite(s) None

Co-requisite(s) None

Course Description

Applies research on instructional approaches in elementary curriculum for individuals with disabilities accessing general education curriculum. Includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies; cognitive strategies in study skills; attention and memory; and peer-mediated instruction. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Enrollment limited to students with a class of Graduate or Senior Plus.

Enrollment is limited to Graduate or Undergraduate level students.

Schedule Type: Lecture

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Did you know you can evaluate your progress in the program at any time by running a Degree Evaluation in Patriotweb? Step by step instructions are available at <http://registrar.gmu.edu/students/degree-evaluation/>.

Course Delivery Method

Learning activities include the following:

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

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Describe elementary level intervention research and the associated issues in intervention research as applied to individuals with mild disabilities;
2. 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;
3. 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;
4. Identify and describe elementary level evidence-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
5. Develop and plan curriculum instruction inclusive of effective evidence-based strategies that correspond with the Virginia Standards of Learning.
6. Implement an evidence-based strategy in one of the following areas: reading, language arts, math, science, social studies, mediation, peer tutoring, or cooperative learning.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Evidence-Based Practices

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

procedures. 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 teacher candidates/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.

Required Textbooks

Vaughn, S. & Bos, C. S. (2015). *Strategies for teaching students with learning and behavior problems (9th ed.)*. Boston, MA: Allyn & Bacon. ISBN: 9780133570731

Archer, A.L. & Huges, C.A (2010). *Explicit Instruction: Effective and Efficient Teaching (1st ed.)*. New York, NY: Guilford Press. ISBN-13: 978-1609180416

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

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
<https://www.youtube.com/watch?v=IJFAcVCJxVk>
- 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
- Use of online video from Dr. Daniel Siegel:
<http://www.youtube.com/watch?v=Nu7wEr8AnHw>
- Candidate identified articles from education journals that summarize evidence-based or scientifically based practices.
- Additional required resources are assigned as necessary per professor discretion.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the

instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 628, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required.)

N/A

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. **Complete the online EDSE Field Experience form.** This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the

necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

- 2. View the EDSE Field Experience Introduction presentation.** On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.
- 3. Document your field experience hours.** Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.
- 4. Complete the field experience end-of-semester survey.** Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Assignments

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

See policies about attendance and participation in the next syllabus section “Course Policies and Expectations”. The expectations must be met to earn attendance and participation points. At the end of each class session, the candidate writes a “take away” statement that identifies a learning connection/awareness about material in that class session, including WHY that connection personally is relevant (that is, the comments go beyond a simple retelling of information). This reflection is handwritten at the end of class (the last few minutes of class time is devoted to the activity).

II. Responses to Resources (25% of final grade)

The candidate responds to designated videos, IRIS modules, or readings. Different resources have different response prompts. Examples and further directions will be shared in class. For the IRIS modules, students are expected to:

- Work through all pages in each IRIS module (except when only specific pages are noted on the course calendar for that assignment) and
- Come to class prepared to discuss and apply module content.

NOTE: Be sure to use the provided response template for IRIS modules. It is not necessary

(not required) to write responses to the Initial Thoughts and Assessment prompts within each IRIS module.

III. Team Presentation on a Course Topic (30% of final grade)

Each candidate participates on a team that develops and leads a group presentation. The presentation focuses on topics addressed in EDSE 628. The topics correspond to content in the course syllabus.

The presentation takes course participants into further exploration of the topic by going more deeply into information presented in class and in the course text and by bringing other relevant information and resources to light. It is not a review lecture of factual information in the course text or other required resources. The purposes of the presentation and its activities are:

- To assist class members in processing and applying principles of instruction for that content.
- To experience activities during which presenters model evidence-based teaching practices.
- To facilitate participants in practicing evidence-based strategies that classroom students would use to master content.
- To expand our repertoire of teacher practices and learner strategies learning beyond those focused upon in the required course materials.

The presentation 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. Assume that course members have read the course materials to date and are familiar with course content. Time allocation will be determined by the professor and is based on the size of the teams (influenced by class membership and on the content focus).

The presentation focuses on assisting participants in gaining understanding of and confidence in implementing verified teaching practices and learning strategies through demonstration and participatory application activities such as: modeling; guided practice strategy steps; role playing student-teacher interactions; reacting to a case study/scenario; observing a video or live skit (e.g., of a demonstration and debriefing about the strategy and instructional practices; using/exploring/creating related artifacts (e.g., materials scaffold; summary chart; thinking map; graphic organizer).

Specific resources and strategies will be required by the professor—these will be discussed with the presentation team or a team representative. The group members identify additional strategies for mastering key content that are verified as effective learning procedures (evidence-based, scientifically-based, or research-based practices). Sources, in addition to the course materials (including the text and course Bb items), may include the Pearson text resources, professional journals, and materials in the Kellar and Fenwick libraries. The professor is available upon request for consulting about the team's presentation plans. The presentation must include:

- At least two examples of how thinking maps may be applied to elementary student learning and/or to the EDSE 628 participants' learning in the area of focus. The thinking maps must differ from one another. Other graphic organizers also may be included, but are not required.

- Examples of using content, material, and/or task scaffolds (at least two different types) as defined in the associated IRIS module, for mastering the strategy and/or academic content.
- Additional resources used throughout to support taking notes and processing information. Samples will be brought to class.

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 professor electronically by the start of class the day of the presentation.

Following completion of the presentation, the team evaluates the presentation by assigning points earned on the assessment matrix and writing a statement of supporting evidence for each section on the matrix. Additionally each team member writes a concise but substantive reflection on what the individual gained from the assignment related to the course goals. The team and individual self-assessments are due by noon the Sunday following the presentation.

IV. Common Assignment: Strategy Instruction Assignment (35% of final grade)

The Strategy Instruction Assignment (SIA) is the Common Assignment for EDSE 628 across all sections of the course. The EDSE 628 candidate designs, implements, collects data, and analyzes research. The focus of the research is teaching a student (or group of students) with mild disabilities how to use a strategy for academic learning with the goal to self-sufficient implementation by the student (student self-direction in use of the learning strategy). The student who is the subject of the project may be a secondary student; however, the strategy should be one that is applicable to mastering the elementary (K-6) curriculum (for possible exceptions, consult with the professor).

The strategy must be a research-validated approach for mastering knowledge or skills in elementary level reading, language arts (including oral language expression and writing), mathematics, science, or social studies. This may include strategies for vocabulary development or memory or metacognition as specifically applied to mastering content in reading, language arts, mathematics, science, or social studies. In all case, the strategy is one appropriate for use with students working at the elementary level. The teaching methodology follows the Self-Regulated Strategy Development (SRSD) process for teaching a strategy to a student and monitoring student progress. The EDSE 628 candidate uses curriculum-based measure (CBM) or, upon consultation with the professor, another means of data collection, to record the student subject's progress.

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.

If you have difficulty finding a K-12 student for this assignment, GMU's Field Experience Office can assist in placing GMU candidates at school sites. If this is the case, the professor will inform you on how to proceed.

The study is conducted during the current semester.

The following are steps for completing the Strategy Instruction Assignment. The written project paper is presented in APA format.

A. Create an abstract of the EDSE 628 candidate's project that precedes the main body of work. The abstract for the paper clearly and succinctly describes the Strategy Instruction 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 statement about the student subject and summary of the methods used to accomplish the objective (implementation conditions and timeframe; use of the SRSD model for instruction; data collection method).
- The project's results.
- Conclusions about the implications of the project.

NOTES:

- You cannot complete the abstract until you finish the strategy instruction data collection, interpret the results, and determine implications of the study.
- The abstract follows formatting rules that differ from the body of the paper (e.g., single paragraph; not indented; 150-250 words). Be sure to consult sources that are reliable regarding APA formatting.

B. Introduce the student subject of the study.

- Provide demographic/background information related to the study.
- State the academic area of focus (content and topic) of this study and give a rationale for selecting it as the instructional emphasis.
- Discuss the effects exceptional conditions can have on learning in this content area. Verify statements by citing professional sources.

C. Describe the selected strategy for the project.

- Introduce the specific strategy by name (states the full name and then, if relevant, provides the acronym or common name).
- Explain the strategy's specific purpose and/or intended outcomes.
- Provide a rationale for why the strategy is appropriate for this particular student subject.
- Recommend accommodations for using this strategy with the student subject, if appropriate.
- State conditions and materials needed to successfully teach the strategy, including tips for implementation.
- List the specific, detailed steps of the strategy (not the SRSD model). These steps are presented in a numbered sequence that acts as a task scaffold for someone who wishes to be guided, step-by-step, through using the strategy. The detailed steps include a description of any materials the student might use when applying the strategy.

D. Present the implementation of the Self-Regulated Strategy Development (SRSD) model.

- **Introduce:**
 - The use of SRSD as the model of instruction used for this project.
 - The implementation parameters (setting; teacher:student ratio; session lengths; overall timelines; etc.).
 - The log to follow that details how each step of the SRSD model was followed to teach the strategy to the student subject.
- **Display the completed Self-Regulated Strategy Development (SRSD) Lesson Guide, the template for which is a provided course resource in table format. The SRSD Lesson Guide serves as a modified lesson plan with the discrete actions and materials used in a numbered list. The SRSD Lesson Guide is a record of:**
 - The baseline data that was collected for 3 trials prior to the strategy instruction. (In some situations, depending on the student subject and the focus of instruction, the conditions for collecting baseline data may be different. If this is the case or if you have questions, please consult with the professor.)
 - How each step of the SRSD model was followed. The left column lists the SRSD step while the corresponding right column lists the actions taken by the EDSE 628 candidate to carry out with the student subject that SRSD step. The detail in the right column includes the discrete actions taken in a numbered list and notes what materials were used.
 - The post-assessment data collected.

E. Display, analyze, and discuss the findings, citing specific evidence, including:

- An appropriate curriculum based measurement (CBM) graph of data and any accompanying charts, tables, and figures.
- Evaluation of the effectiveness, including:
- How these results compared to expectations based on the research and
- Consideration of influencing factors (e.g., student prior knowledge; level of instructional materials; suitability of the number of sessions implemented over the time frame for the course project; the continuity of instruction, such as interruptions due to student absences).

F. Make recommendations for next steps for instruction (e.g., additional uses of the strategy; next instructional steps; changes to accommodations for this student).

G. Reflect on the relevance of the project to personal professional growth. (What knowledge and insights did you gain from this experience?)

H. Provide a list of references for the paper's citations in APA format.

I. Attach relevant appendices, including: a copy of any instructional tool/aid used/created for implementation and samples (evidence artifacts) 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 candidate 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 (An abstract is printed on its own page, separate from the start of the paper—see APA for abstract guidelines.)

Section I: The Student Subject (item B)

Section II: The Strategy (item C)

Section III: Study Implementation (item D)

Section IV: Results (item E)

Section V: Recommendations (items F)

Section V: Personal Professional Connections (item G)

References (item H)

Appendix/Appendices (item I)

Course Policies and Expectations

Attendance/Participation

Course participants register for cohort classes with an understanding about the compacted semester time frame: that the time allocation for class sessions is extensive and that all work is to be completed within the cohort semester. Course participants also register for cohort classes with the understanding that these are graduate level courses, not school division professional development, and appropriate standards and rigor are applied to the course requirements.

Attendance includes:

- Promptness (getting to class and back from breaks on time) and
- Being present for the full duration of class in the classroom and, as appropriate, other areas of course activity (except for break periods, which equal a total of 20 minutes per class session).

Absences: Course participants who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions, clarifications, and explanations. Assignments are due as if in attendance and as outlined in the course syllabus. It is the teacher candidate’s/student’s responsibility to arrange with a colleague for collection of materials and to promptly obtain and discuss with colleagues class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.

All course participants are granted one full or partial class session absence; however, all work still is due on Blackboard according to the course calendar. Class session participation points are not awarded if a teacher candidate/student has not attended class or misses more than one (1) hour.

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.

Participation implies demonstration of being psychologically and socially available to learn as well as coming to class prepared (having completed the required assignments). Participation considers the teacher candidate's/student's professional dispositions and level of engagement in class activities and includes, but is not limited to:

- Preparing in advance for the session by completing assigned work on time (see the section below on “Late Work”) and having on hand/in class all materials required for the class session as per the course assignments/course schedule and professor communications.
- Contributing thoughtfully and fully to class activities and discussions;
- Listening to and being respectful of the ideas of others;
- Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influence 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.

Late Work - An assignment is considered late if it is not submitted as outlined below.

- All assignments are required to be completed and submitted on time.
- Submitting an assignment late does not alter the due dates of the other assignments. The professor may not provide feedback on late assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your professor and peers across the semester.
- The EDSE 628 Strategy Instruction Assignment and the field experience form and survey must be submitted on time for the course to be considered completed.
- For late submissions of assignments:
 - Fifty percent (50%) of the points will be deducted from your assignment grade for late submissions unless the professor 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.
 - The earlier date that the assignment was received by the professor in hand as a print copy or posted on Blackboard will be considered the date submitted; however, the professor will not print out submitted work and, therefore, will not provide feedback or grade work submitted only electronically.
 - The assignment will not be considered completed until the work is posted to Blackboard. If a course participant does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment.

Grading Scale

90-100 points = A

86 – 89 points = B+

80 – 85 points = B

70 – 79 points = C

< 70 points = F

Attendance, preparation, and professionally relevant, active participation that demonstrate proper educator and graduate candidate dispositions and behaviors are expected in all class sessions and interactions for a grade of B or better.

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

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

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Tuesday evenings from 5:00 – 9:00 (September 12 – November 14, 2017)

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The 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/>).
- The 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

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The course syllabus may change according to teacher candidate/student needs, formative evaluation of course effectiveness, and unpredicted opportunities/circumstances (e.g., adjustments in case a face-to-face class is cancelled due to school closings, including an optional make-up session; change in assignments; change in due dates).

Class	Topics for Class this Week	Assignments for the Next Class
Class 1 Sept 12	<ul style="list-style-type: none"> • All Means All • Why access the general education curriculum? • What are evidence-based practices? • Assets and Catching Up / Introductions • Course Overview, Syllabus, Assignments, and Assessments • Topics & Teams • Curriculum and learning theories • Introduction to IRIS module SRSD: <ul style="list-style-type: none"> ○ Using Learning Strategies and to the ○ SRSD Lesson Guide • Previewing textbook readings • Using quizzes to guide reading • Preparing for reading Chapter 2 • Reflection and self-assessment 	<p>Preparation for 9/12/17 class 2:</p> <ul style="list-style-type: none"> • Read text page 27 to top of page 28; page 35 Stages of Learning – page 45 (end) of Chapter 2 “Approaches to Learning and Teaching”. Use the chapter 2 quiz to guide your reading. • Briefly record your thinking about the: <ul style="list-style-type: none"> ○ aspects of each of the learning theories in the Chapter 2 reading selection that currently guide your practices; ○ aspects of these theories not currently part of your practices that you now aim to incorporate into your instruction. • Complete the IRIS module SRSD: Using Learning Strategies. Use a printout of the SRSD Lesson Guide as an outline to assist your reading. • Review the course syllabus, especially the major learning activities and schedule. <p>Bring to the next class:</p> <ul style="list-style-type: none"> ○ Chapter 2 learning theories response ○ IRIS module response
Class 2 Sept 19	<ul style="list-style-type: none"> • Learning Theories • Zone of Proximal Development • Explicit Instruction and Self-Regulated Strategy Development (SRSD), including SRSD template for the Strategy Instruction assignment (SIA) • Providing Appropriate Independent Practice, part 1 • Note Taking • Management by Profile • Non-Linguistic Representations and Advanced Organizers 	<p>Preparation for 9/26/17 class 3:</p> <ul style="list-style-type: none"> • IRIS: Providing Instructional Supports: Facilitating Mastery of New Skills • Watch the TED video of Dr. Daniel Siegel: http://www.youtube.com/watch?v=Nu7wEr8AnHw <p>Bring to the next class:</p> <ul style="list-style-type: none"> ○ IRIS module response ○ Siegel video response ○ Ideas for your strategy for the Strategy Instruction Assignment (SIA)
Class 3 Sept 26	<ul style="list-style-type: none"> • Thinking Maps • Scaffolding • Providing Appropriate Independent Practice, part 2 • Strategies for the SIA • Learning Preferences and Modalities; Dr. Daniel Willingham “Learning Styles Don’t Exist”; 	<p>Preparation for 10/3/17 class 4:</p> <ul style="list-style-type: none"> • IRIS: Differentiated Instruction: Maximizing the Learning of All Students ONLY Perspectives & Resources p. 1 – 7 and page 12 • Read Chapter 8 (Archer & Huges) <p>Bring to the next class:</p> <ul style="list-style-type: none"> ○ IRIS module response ○ Written reflection of Archer and Huges reading
Class 4	<ul style="list-style-type: none"> • Learning Modalities 	<p>Preparation for 10/10/17 class 5:</p>

Oct 3	<ul style="list-style-type: none"> • Differentiating Instruction • Contextual Supports • Memory • Introduction to Dr. Lydia Soifer: The • Development of Language Skills • Models of Phonological Awareness • Alphabetic Principle and when does it become phonics? 	<ul style="list-style-type: none"> • 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”. • Read text Chapter 7 “Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition”. Use the quiz to guide your reading. • IRIS: PALS: A Reading Strategy for Grades K-1 • Bring to the next class: <ul style="list-style-type: none"> o Written response to the Soifer video o Come to class familiar with the K-1 PALS activities. <p>NOTE: Begin the strategy instruction no later than Tuesday, 10/10/17. Record progression through the SRSD model on the SRSD Lesson Guide.</p>
Class 5 Oct 10	<ul style="list-style-type: none"> o Presentation: Oral Language o Presentation: Phonological Awareness, Phonics, and Word Recognition o Reading fluency 	<p>Preparation for 10/11/17 class 6:</p> <ul style="list-style-type: none"> • Read text Chapter 8 “Assessing and Teaching Reading: Fluency and Comprehension”. • IRIS: PALS: A Reading Strategy for Grades 2-6 • Bring to the next class: <ul style="list-style-type: none"> o Come to class familiar with the K-1 PALS activities.
Class 6 Oct 17	<ul style="list-style-type: none"> o Presentation: Reading Comprehension o Reading fluency 	<p>Preparation for 10/24/17 class 7:</p> <ul style="list-style-type: none"> • Read text Chapter 9 “Assessing and Teaching Writing and Spelling”. • Read text Chapter 10 “Assessing and Teaching Content Area Learning and Vocabulary Instruction”. • Bring to the next class: <ul style="list-style-type: none"> o Written response to the readings
Class 7 Oct 24	<ul style="list-style-type: none"> o Presentation: Writing, Handwriting, and Spelling o Presentation: Content Area Learning and Vocabulary Instruction 	<p>Preparation for 11/7/17 class 8:</p> <ul style="list-style-type: none"> • Read text Chapter 11 “Assessing and Teaching Mathematics”. Use the quiz to guide reading. • IRIS module High Quality Math Instruction: What Teachers Should Know, Perspectives & Resources pages 5-9 • Read Chapters 4 (Archer & Huges) • Bring to the next class: <ul style="list-style-type: none"> o IRIS module response o Written response to the readings
Class 8 Nov 7	<ul style="list-style-type: none"> o Presentation: Teaching Mathematics o Designing Lessons: Rules (part 1) 	<p>Preparation for 11/14/17 class 9:</p> <ul style="list-style-type: none"> o Respond to and submit the field experience survey. o Bring to next class: <ul style="list-style-type: none"> o Equitable Classroom Practices assignment response o Printed copy of your Strategy Instruction Assignment
Class 10 Nov 14	<ul style="list-style-type: none"> o Designing Lessons: Rules (part 2) o Equitable Classroom Practices o Spacing Learning Over Time o Scientific Method Swing (time permitting) o Wrapping Up o Course Evaluation 	<p>Enjoy!</p>