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

Fall 2019
EDSE 628: 001 Elementary Reading, Curriculum, Strategies for Students Who Access the General Education Curriculum.
CRN: 71054; 3 – Credits

Instructor: Dr. Christine McElwee	**Meeting Dates**: 08/26/2019 – 12/18/2019
Phone: 703-864-5776	**Meeting Day(s)**: Wednesday
E-Mail: cmcelwee@gmu.edu	**Meeting Time(s)**: 4:30 pm – 7:10 pm
Office Hours: By Appointment Only	**Meeting Location**: Fairfax, KH 15
Office Location: Finley 208	**Other Phone**: NA

- 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.

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

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.

Professional Standards
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: Pearson; ISBN 9780133570731 **(9th Edition only!)**

Archer, A.L., & Hughes, C.A. (2010). *Explicit Instruction: Effective and Efficient Teaching* (1st ed.). New York: Guildford Press. ISBN-13: 978-1609180416 (Chapters 4 and 8 only)

Recommended Textbooks

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

Additional Readings

Peer-Reviewed Journal Readings

You will be accessing peer-reviewed journal articles as part of the Strategy Application Written Assignment. These articles will vary depending on individual student interests and assignment ideas.

Online Reading

Throughout the semester, we will be using several websites to support and enhance the information we are gaining from the course text. It is a good idea to save these sites as "Favorites" for your use in this class, as well as professional reference. Some of the sites (among others) we will use are:

http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml Virginia SOL website

http://reading.uoregon.edu/big_ideas/index.php "Five Big Areas of Reading"

http://www.teachingld.org/ld_resources/alerts/default.htm#mnemonic Discusses Mnemonic Instruction

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). 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)
NA

College Wide Common Assessment (TK20 submission required)
For EDSE 628: At the end of the course, the Instructor of the course will complete a rubric (Mid-point Disposition Survey) regarding the disposition of the candidate. The rubric will be completed and submitted on Tk20 (by the instructor).

Performance-based Common Assignments (No Tk20 submission required)
Strategy Instruction Assignment – *due* ***Dec. 4***
The Strategy Instruction Assignment (SIA) is the Common Assignment for EDSE 628 across all sections of the course. The project is started, conducted, and completed during the current semester. The EDSE 628 candidate designs and implements instruction, collects data, analyzes results, and makes recommendations for further instruction. The project is presented in a paper (parameters set by the professor).

The focus of the project is teaching a student with mild disabilities who accesses the general education curriculum how to use a strategy for academic learning. The goal is for the student to use the strategy independently, though this might not be achieved in the course of the semester. The chosen strategy that must be a research-validated approach or evidence-based practice for mastering knowledge or skills in elementary level reading, language arts (including oral language expression, writing, and spelling), 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 cases, the strategy must be one appropriate for use with students working at the elementary level, even though the student subject may be a secondary student.

**Specific instructions and the rubric will be given in the directions packet that will be distributed on the first night of class.*

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.

Other Assignments

VAKT Tool- *due* ***Oct. 2***

VAKT tools are essential in helping students with disabilities better access and understand curriculum points. Using a VAKT tool, semantic feature analysis, concept map, diagram, graphic or semantic organizer, visual representation, visual-spatial display, or other learning visual, select a particular grade level and a corresponding **Science or Social Studies** SOL that relates to learning academic concepts and vocabulary.

***Specific instructions and rubric will be given in the directions packet that will be distributed on the first night of class.*

Chapter Group Presentation

In a group of 2 or 3, students will be responsible for presenting information in one chapter of the text (i.e., chapters 6, 7, 8, 9, 10, 11) and then leading the class in learning experiences that include interactive participation by classmates. The purposes of the presentation and 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
- To expand our repertoire of ***evidence-based, scientifically-based, and research-based*** strategies for learning.

**Specific instructions and rubric will be given in the directions packet that will be distributed on the first night of class.*

Group Lesson Plan and Presentation - *due* ***Oct. 23***

With your Chapter group of no more than 3 classmates, prepare a **lesson plan** *(English/math)* that follows the Active Teaching model demonstrated in class. In addition, additional components for effective teaching reviewed in class should be included. When developing the lesson plan, follow the template presented in class and posted on Blackboard.

***Specific instructions and rubric will be given in the directions packet that will be distributed on the first night of class.*

Strategy Notebook *–due* ***Nov. 13***

One of the goals of the course is for students to learn and understand the components of instructional strategies that can be used across the content areas (reading, writing, math, science, and social studies). A second goal is for students to be able to take the learned strategies and apply them with their own students in their own setting.

***Specific instructions and rubric will be given in the directions packet that will be distributed on the first night of class.*

Strategy Instruction Assignment Presentation - *due* ***Dec. 4***

Present a brief presentation about your Strategy Instruction Assignment in class. PowerPoint presentations with a description of the strategy, data, and results will be described in the presentation.

**Specific instructions and rubric will be given in the directions packet that will be distributed on the first night of class.*

Course Policies and Expectations

Attendance/Participation

Attendance - ***Weekly (4 points per class for a total of 40% points)***- Class attendance and participation are an important part of this class because of the specific and in depth information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions, presentations, and activities, and stay until the end of the class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or email before the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, as long as the instructor is notified before the class session. In this case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. ***Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!*** **Two or more unexcused absences may result in students not being successful in the course.**

Participation – Chapter Discussion Questions – (*10 points per set of discussion questions – total of 6 sets of questions*)
As part of the participation grade, each student who is **not** presenting the chapter will complete a group of Discussion Questions pertaining to the chapter being presented in class.

***The list of questions will be distributed within a directions packet the first night of class.*

Late Work
Course evaluation and final grades will be calculated based on each student's point score out of the possible 100% point total. Late assignments will be accepted ***only in rare occasions*** ***upon professor approval*** in the following manner:

- **5% point deduction – up to 1 class late**
- **10% point deduction – 2 classes late**
- **25% point deduction – 3 classes late**
- **50% point deduction – more than 3 classes late**

Other Requirements
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 the class session. If, ***for emergency reasons***, you must be available via cell phone, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

Grading Scale

Grade	
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C	70-79
F	<70

*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 https://catalog.gmu.edu/policies/honor-code-system/).

Submitted assignments should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. I will send graded assignments to you the following week during class. Below is an example labeling for submission of all written assignments on through email and Blackboard.

CMcElweeVAKT – VAKT Tool
CMcElweeGrLessPlan – Group Lesson Plan
CMcElweeChGrPres – Chapter Group Presentation
CMcElweeStratInsAs – Strategy Instruction Assignment
CMcElweeStratNote – Strategy Notebook

Assignment Descriptions and Criteria for Evaluation

Course grades are calculated by averaging all grades earned on assignments. The student can use the following self-monitoring chart to track your performance throughout the course.

EDSE 628 Self-Monitoring Course Performance *Use this self-monitoring tool to track your performance throughout the semester*		
Assignment	**Points Earned by Student**	**Total Points Possible**
Strategy Instruction Assignment		100 = final paper 100 = Completion of Strategy Instruction
Presentation of Strategy Instruction Assignment		100
VAKT Tool (Science/Social Studies)		100
Group Lesson Plan & Presentation (English/Math)		100
Strategy Notebook		100
Chapter Group Presentation		100
Participation/Attendance		100
Total = _____% (Average of all grades)		

Common course assignment

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

Class Schedule

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

Tentative Course Schedule: EDSE 628		
Date	**Topic**	**Assignments Due this Date**
Class 1: 8/28/2019	Introduction: Review syllabus and assignments Review Blackboard use Review use of text Review Field Experience Regulations Field Experience video ***Sign-Up for Chapter Group Presentation Date***	➢ **Bring Text: 9th Edition Only!!** Vaughn, S., & Bos C. S. (2015). *Strategies for teaching students with learning and behavior problems (9th ed.).* Boston, MA: Pearson.
Class 2: 9/4/2019	Approaches to Learning and Teaching: • Direct Instruction/Explicit Instruction* • Cognitive Strategy Instruction* • Scaffolding and Modeling* ***Review template and articles for the Strategy Application Project*** Review article selection: ✓ Disability characteristics	➢ **Read Chapter 1**: Monitoring and Teaching for Understanding ✓ Features of Effective (Explicit) Instruction ➢ **Read Chapter 2**: Approaches to Learning and Teaching ✓ Cognitive Strategy Instruction ✓ Self-Regulated Strategy Development ➢ **Bring laptop to review how to access peer reviewed journals**

	✓ What are evidence-based practices? ✓ Identifying a research-based intervention/strategy ✓ Age Group ✓ Elementary vs. Secondary	
Class 3: 9/11/2019	Response to Intervention: • Universal Screening • Multi-Tier system of supports (MTSS) • Peer Mediated Instruction* • Curriculum Based Measurement (CBM)/Progress Monitoring* • Scaffolding and Modeling* ****Group Work**	➢ **Read Chapter 3:** Response to Intervention ✓ Scaffolding Instruction (Ch. 2 – pp. 41-42) ➢ ***Strategy Application Project Article Approval***
Class 4: 9/18/2019	Executive Functioning Graphic Organizers ****Review and Model of VAKT Tool** ****Group Work**	➢ **Read Executive Functioning** – pp. 42-44 ➢ **Graphic Organizers** ✓ Have computer access to IRIS Module: Graphic Organizers ✓ https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Graphic_Organizers.pdf
Class 5: 9/25/2019	Differentiated instruction* Explicit Instruction Framework* ****Review of Active Teaching Lesson Plan Model for Group Lesson Plan Presentation (English/Math)**	➢ **Review Ch. 1 – 3 (Archer and Hughes** ➢ **Read Chapter 4 (Archer and Hughes)** Designing Lessons: Rules

Class 6: 10/2/2019	****VAKT tool Presentations****	****VAKT Tool due*****
Class 7: 10/9/2019	Oral Language: • Vocabulary Instruction* • Guided feedback* • Peer tutoring* • Culturally and Linguistically diverse learners Reading: Phonological Awareness, Phonics, and Word Recognition: • Phonemic Awareness Instruction* • Phonics Instruction* • Word Recognition Instruction* • Mnemonics* • Guided Feedback* • Miscue Analysis* • Peer Assisted Learning Strategies (PALS)* • Informal Reading Inventory* ****Possible Chapter Group Presentations**	➢ **Read Chapter 6 (Vaughn & Bos):** Assessing and Teaching Oral Language ✓ **Discussion Questions** due ➢ **Read text Chapter** 7 **(Vaughn & Bos)**: Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition ➢ **Discussion Questions** due ➢ Bring the following **Blackboard Article** ✓ "Five Big Areas of reading" http://reading.uoregon.edu/big_ideas/index
Class 8: 10/16/2019	Reading: Fluency and Comprehension • Direct Instruction (Systematic & Explicit Instruction)* • Fluency Instruction* • Graphic Organizers* • Questioning Strategy Instruction* • Reading Comprehension Instruction* • Content Enhancements* • Semantic Maps* • Collaborative Strategic Reading (CSR)*	➢ **Read text Chapter 8 (Vaughn & Bos)**: Assessing and Teaching Reading: Fluency and Comprehension ➢ **Discussion Questions** due ➢ **Read Chapter 8 (Archer & Hughes)**: Providing Appropriate Independent Practice

	• *Peer-Mediated/Peer Supported Reading* ****Possible Chapter Group Presentation**	
Class 9: 10/23/2019	****Group Lesson Plan Presentations****	****Group Lesson Plans Due****
Class 10: 10/30/2019	Language Arts: Writing and Spelling • Computer-assisted Instruction* • Self-regulation strategies* ✓ Thinking maps* ✓ Graphic organizers • Cognitive Strategy Instruction for writing* • Guided Feedback* Content Area Learning and Vocabulary Instruction (Social Studies and Science) • Content Enhancements* • Peer Tutoring* • Mnemonics* • Semantic Maps* ****Possible Chapter Group Presentations**	➢ **Read text Chapter 9 (Vaughn & Bos):** Assessing and Teaching Writing and Spelling ➢ **Discussion Questions** due ➢ **Read Chapter 10 (Vaughn & Bos)**: Assessing and Teaching Content Area Learning and Vocabulary Instruction ➢ **Discussion Questions** due
Class 11: 11/6/2019	Mathematics Instruction: Basic Concepts and skills • Computer Assisted Instruction* • Schema-Based Math Representations* • Direct Instruction for math* • Concrete-Representational-Abstract (CRA)* • Math Manipulatives*	➢ **Read text Chapter 11 (Vaughn & Bos)**: Assessing and Teaching Mathematics ➢ **Discussion Questions** due

	Mathematics Instruction: Problem Solving: • Peer-mediated Instruction* • Self-talk/Self-Instruction* • Corrective Feedback* ***Review Strategy Notebook** Information sheets and requirements ****Possible Chapter Group Presentation**	
Class 12: 11/13/2019	**Reading Stations:** ➢ Phonemic Awareness ➢ Phonics ➢ Vocabulary ➢ Fluency ➢ Comprehension	****Strategy Notebook Due****
Class 13: 11/20/2019	**Math Stations:** ➢ CRA Strategy ➢ Math in Everyday Life ➢ Task Analysis ➢ Math Tools ➢ Math Graphic Organizers ➢ Math Lessons	
Class 14: 11/27/2019	➢ **NO Class**	
Class 15 12/4/2019	****Strategy Application Presentations****	****Strategy Application Project due**** ****Strategy Application Presentations due****

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

https://catalog.gmu.edu/policies/honor-code-system/).

- 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 silence all sound emitting devices 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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Appendix

Common Assignment Assessment Rubric(s)

Strategy Instruction Assignment / EDSE 628 Common Assignment 100pts.		Pts.	
Abstract	Provides an original concise **abstract** that describes with clarity the strategy application project/EDSE 628 student's research, including: • Objective of the study, noting the strategy used to achieve what academic purpose for learners with which learning characteristics and need(s) • Summary statement of methods (includes: subject, implementation conditions, timeframe, use of SRSD model for instruction, and data collection method) • Results, conclusions, and implications.	5	

Student Subject	**Describes the student to whom the strategy is taught.** • Provides student demographic/background information relevant to the study • States the academic area of focus (content and topic) of this study and a rationale for selecting it as the instructional emphasis for this student. • Discusses the effects exceptional conditions can have on learning in this content area. Verifies statements by citing professional sources.	5	
The Strategy	**Describes the strategy selected for the project.** • Brief summary of Research Article project is based on • Introduces the specific strategy by name (states the full name and then, if relevant, provides the acronym or common name). • Explains the strategy's specific purpose and/or intended outcomes. • Provides a rationale for why the strategy is appropriate for this particular student subject. • States conditions and materials needed to successfully teach the strategy, including tips for implementation and possible accommodations for using this strategy with different student populations (e.g., age; disability; cultural background; interests). • Lists 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.	20	
SRSD Lesson Guide	Provides the **completed SRSD Lesson Guide** in table format. Details how each step of the SRSD model was followed to implement the project, from pre-assessment (3 probes prior to instruction) through instruction and post assessment (administered at the conclusion of the study). The left column lists the SRSD step and the corresponding right column notes the actions taken by the EDSE 628 candidate to carry out with the K-12 student subject that SRSD step. The detail in the right column resembles a modified lesson plan with the ***discrete instructional actions in a numbered list.*** There are **at least 5** (and approximately up to 10) dated entries in the lesson guide for SRSD during which the student subject ***applies the steps of the strategy*** while receiving appropriate levels of teacher support (guided practice through independent use). If possible, post instruction data is collected.	10	
Results	**Describes the findings**. • Includes an appropriate curriculum based measurement (CBM) graph of data (or alternative, as per consultation with the professor) and any accompanying charts, tables, and figures. • Evaluates the effectiveness, including: o The efficacy/effects of strategy use on student mastery of the content o How these results compared to expectations based on the research o 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).	10	

Recommenda -tions	Make **recommendations** for next steps for instruction for the student (e.g., additional uses of the strategy; next instructional steps; changes to accommodations for this student when using the strategy; possible additional strategies to support mastery in the area of instructional focus).	5	
Reflec- tion	**Reflects** on the professional knowledge, expertise, and insight gained from the strategy instruction assignment experience.	5	
Ref. & Append. (I & J)	Attaches a **reference list** in APA format and relevant appendices (e.g., a copy of an instructional tool/aid used/created for implementation; samples/evidence of student work that show application of the strategy).	5	
Writing Clarity	The paper: is written with clarity, precision, and engagement; uses sequence and flow that are logical and aid understanding; reflects graduate school level conception and execution; uses current APA format throughout the paper and in the reference list. If these qualities consistently are not in evidence, points are deducted based on the degree of non-compliance.	5	