



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

Spring 2020

EDSE 628 656: Elementary Reading, Curriculum, Strategies for Students Who Access the General Education Curriculum.

CRN: 21882, 3 – Credits

Table with 2 columns: Instructor/Phone/E-Mail/Office Hours/Office Location and Meeting Dates/Meeting Day(s)/Meeting Time(s)/Meeting Location/Other Phone.

Notes:

- 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.
➤ The professor does not respond to email, phone calls, or texts after 3:00 p.m. on class days due to travel and class preparation time.
➤ Face-to-face (f2f) class sessions are held in coordination with the LCPS inclement weather policy. If LCPS schools are closed, schools close earlier in the day, after school activities are canceled, or after school activities are canceled before 8:30 p.m., the face-to-face class session will not meet. The professor will provide alternative assignments as soon as possible. Be sure to check your GMU email for updates.

"It is not good enough to have a good mind; the main thing is to use it well." -Rene Descartes
"In an effective classroom, students should not only know what they are doing, they should also know why and how." -Harry Wong
"If you have knowledge, let others light their candles at it." -Margaret Fuller
"It's not what is poured into a student, but what is planted." -Linda Conway
"Teaching is the highest form of understanding." -Aristotle
Docendo discimus, (Latin "By teaching, we learn.") -Seneca the Younger
"Gardens are not made by singing 'Oh, how beautiful,' and sitting in the shade." -Rudyard Kipling
"Education should not be intended to make people comfortable. It is meant to make them think." -Hanna Holborn Gray
"Tell me and I forget. Teach me and I remember. Involve me and I learn." -Benjamin Franklin
"To teach is to learn twice." -Joseph Joubert
"It's on the strength of observation and reflection that one finds a way. So we must dig and delve unceasingly." -Claude Monet

**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 in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or [speced@gmu.edu](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

### **Advising Tip**

Did you know there are scholarship opportunities for graduate students in CEHD? For more information, visit <https://cehd.gmu.edu/students/funding/scholarships>.

### **Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion;
2. Application activities;
3. Large group, small group, and individual activities and assignments;
4. Video and other media supports;
5. Research and presentation activities;
6. Using assessments to guide learning;
7. Self-guided tutorial;
8. Electronic supplements and activities via Blackboard (Bb);
9. Reflection
10. 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.

### **Professional Standards**

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 2: Learning environments (InTASC 3) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

### **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. (2012). *Strategies for teaching students with learning and behavior problems* (9th ed.). Allyn & Bacon.  
ISBN: 978-0133570731

Archer, A.L. & Hughes, C.A. (2010). *Explicit instruction: Effective and efficient teaching* (1st ed.). Guildford Press.  
ISBN: 978-1609180416  
Chapters 4 and 8 will be read and referred to in all sections of EDSE 628.

### **Recommended Textbooks**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.  
ISBN: 978-1433832161

## Required Resources

- For information on preparing presentations, see on Bb the guide, “Tips for Conducting Professional Development Presentations Asen and Glassnagel, December 2015” (Course Content → Additional Resources EDSE 628 → Effective Presentations).
- 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 and resources on Equitable Classroom Practices  
<http://www.montgomeryschoolsmd.org/departments/development/resources/ecp/>
- 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](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 professional publications that summarize evidence-based or scientifically based practices.
- Additional required resources are assigned as necessary per professor discretion.

## Additional Readings

- The professor may assign additional resources and readings.
- For some workshops, the professor will require incorporation of specific resources.
- The course Blackboard site Course Content folder contains a folder of Additional Resources to support course topics and candidate success.
- Information on how self-assessment and reflection assist learners in content mastery is included in the Additional Resources folder. These two strategies are used throughout the course to promote EDSE 628 candidate learning.
- Also included in the Additional Resources folder on Blackboard is information about how multi-tasking, especially when using electronics, inhibits processing of higher cognitive activities. (See course policies on the use of electronics in class.)
- For further information on effective presentations and tips, go to the course Blackboard site folder (Course Content → Additional Resources → Effective Presentations).
- Sources for Evidence-Based Practices (EBPs) are in the Additional Resources folder titled “Evidence-Based Practices”.
- For assistance finding research on strategies in professional publications contact:
  - Ms. Jackie Petersen, Helen A. Kellar Institute for Human disAbilities (KIHD Librarian): [jpetersk@gmu.edu](mailto:jpetersk@gmu.edu), 703-993-3672, GMU Fairfax campus Finley Hall room 116.
  - Anne Driscoll, Reference Librarian, Fenwick Library: [adrisco2@gmu.edu](mailto:adrisco2@gmu.edu), 703-993-3715, GMU Fairfax campus Fenwick Library room A244.

## Course Performance Evaluation

Candidates/students are expected to:

- Submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy) and

- Demonstrate professional dispositions in all course activities, communications, and interpersonal interactions.

### **Tk20 Performance-Based Assessment Submission Requirement**

(A PERFORMANCE-BASED ASSESSMENT IS NOT REQUIRED FOR THIS COURSE.)

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 (A PERFORMANCE-BASED ASSESSMENT IS NOT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to Tk20 before the PBA due date (N/A).

### **Assignments and/or Examinations**

**Performance-based Assessment (Tk20 submission required):** N/A

**College Wide Common Assessment (TK20 submission required):** N/A

### **Performance-based Common Assignments (No Tk20 submission required)**

The Performance-based Common Assignment for EDSE 628 is the Strategy Instruction Assignment (SIA). This assignment is standard/common to all sections of EDSE 628. See the syllabus section below, "Major Learning Activities".

### **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](mailto: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](mailto: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 video. During the first week of classes and prior to you representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation for your viewing outside of class. This introductory video from the Field Experience Office (FEO) includes important information about the registration process for EDSE field experiences and tips for a successful field experience. You are required to view this video in each course for which there is a field experience requirement. After viewing the presentation, sign the document or use the link 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](mailto: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.
5. Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services ([ods@gmu.edu](mailto:ods@gmu.edu)) for questions related to accommodations.

Notes:

- FEO forms, links, and a PDF of the slides used in the video are posted on the EDSE 628-656 course Bb site (Assignments → Field Experience).
- In EDSE 628-656, viewing the FEO video and signing the online form that verifies you have done so are out-of-class assignments due by the start of the 2<sup>nd</sup> class session. While points are not assigned for viewing the video and verifying having watched it, 2 points will be deducted from the final accumulation of course points for late submission of the online form.
  - The FEO introduction video is available at:  
<https://www.youtube.com/watch?v=zPLeEkWPo7Y>.
  - The online form to verify you've viewed the introduction presentation is found at:  
[https://gmucehd.az1.qualtrics.com/jfe/form/SV\\_eFnH3GXOryOxYcB](https://gmucehd.az1.qualtrics.com/jfe/form/SV_eFnH3GXOryOxYcB).

- The FEO will notify you through your GMU email of the date by which you must respond to an online form indicating how your field experience will be arranged. Typically, this is due by the start of class 3. While points are not assigned for this task, 2 points will be deducted from the SIA project grade for late submission.
- In EDSE 628-656, appropriately completing and submitting to Blackboard the field experience log and the FEO end of semester survey are out-of-class assignments due by the start of the 8<sup>th</sup> class session. (Please consult with the professor by 5:00 p.m. the Monday before class 8 if you will need an extension for these requirements because you still are implementing the instructional part of the project.) The field experience log template is in the Field Experience folder on Blackboard (cited above). The link for the end of semester survey will be sent in email from the FEO. While points are not assigned for these tasks, 2 points per assignment will be deducted from the SIA project grade for late submission (the log on Blackboard in the designated drop box; the FEO survey, which is taken online).
- Additionally, if the dates and tasks on the log do not align with the dates on the Self-Regulated Strategy Development (SRSD) Lesson Guide (part of the SIA project), 2 more points will be deducted from the SIA project grade.
- Failure to submit all field experience documentation, including verification of having watched the required video and of having completed and submitted the log and all surveys, will result in a grade of “Incomplete”. If a grade of “Incomplete is assigned due to these circumstances, the EDSE 628 course participant must obtain from the Field Experience Office and submit in writing to the professor acknowledgement that field experience requirements have been met before the professor will change the final grade.

### **Other Assignments, Requirements, Expectations, and Policies**

#### **For all course assignments:**

- Assignment descriptions, directions, and rubrics posted on Blackboard are considered appendices to (and, therefore, part of) this syllabus.
- If the candidate wishes to receive accommodations, the candidate must work through and follow the procedures of the office of Disability Services (DS)--see the subsequent section in this syllabus, “GMU Policies and Resources for Students”. Accommodations cannot be provided without documentation from DS. Accommodations begin from the date of receipt by the professor of the documentation from DS.
- A candidate must demonstrate integrity and adherence to the honor code to earn points for course assignments. Violations result in a grade of zero (0) for the entire assignment.
- A candidate may not use projects, data, or material generated in or for and/or submitted for credit in another course or another section of EDSE 628. Violations result in at least a grade of zero (0) for the entire assignment and are considered in violation of the honor code. The professor may elect to pursue additional penalties through the Office of Academic Integrity (<https://oai.gmu.edu>).
- A candidate may not use projects, data, or material generated by another individual. This includes failure to appropriately cite resources used in course assignments. Violations result in at least a grade of zero (0) for the entire assignment and are considered in violation of the honor code. The professor may elect to pursue additional penalties through the Office of Academic Integrity (<https://oai.gmu.edu>).



- Teacher candidates/students at the graduate level are expected to write and speak with accuracy (grammar, spelling, other mechanics, form, structure, logical organization and flow, etc.) and at a conceptual level commensurate with advanced degree study. Assignment points are not awarded for meeting this requirement; however, points will be deducted from *any* assignment that does not reflect appropriate communication (oral and/or written)—that is, that fails to meet these expectations. The number of points deducted (up to 10 points per assignment) is per professor discretion and is based on the types and degrees of issues and errors demonstrated/observed. George Mason University provides writing assistance to teacher candidates/students through The Writing Center (<https://writingcenter.gmu.edu>).
- Use “person-first language” in class discussions and written assignments *except for the Strategy Instruction Assignment (SIA)*, which is written in third person. (See the SIA rubric regarding writing the project reflection in first person and including this reflection in the project paper’s appendix.)
- In accordance with terminology choices in the disability community, strive to replace formerly used terms with currently preferred forms. In written work, use principles for language use in the 7<sup>th</sup> edition of the Publication Manual of the American Psychological Association (APA), Chapter 5, “Bias-free Language Guidelines”.
- APA format guidelines must be used for the presentation references. Answers to frequently asked questions about APA format guidelines may be found at <http://www.apastyle.org>.
- All assignments are required to be completed and submitted on time as per descriptions in the syllabus and timelines posted in the class schedule. Assignment submission includes posting all assignment components to Blackboard and, when required, bringing a print or electronically accessible (if appropriate) copy of the assignment to class on the due date. When an assignment is to be handed in at a class session, that assignment must be submitted to the professor in print/hard copy for the assignment parameters to be considered met. Work must be posted to Blackboard no later than 4:30 p.m. the day it is due to be considered “on time”. Please see the section on “Late Work” for additional information.
- Blackboard, in addition to providing resources and verifying the date and time of assignment submission, serves as a repository of candidate work.
- Only the file formats listed below are accepted for assignments.
  - Microsoft Office suite (e.g., Word; PowerPoint; Excel)
  - PDF
  - JPG/JPEG, GIF, or PNG
  - Macintosh supported video formats—those that can be imported into and viewed via QuickTime (e.g., .mov, MPEG files [.mp4, .m4v, .m4a, .mp3, .mpg], some WAV files)
- **Do not submit** .pub, SmartBoard, or Google Docs files. Convert these files to PDF. For consideration of other formats, please contact the professor.
- Assignments must be composed on a computer (“typewritten”—which allows for ease of reading the submission). The exception is in-class writing assignments (e.g., reflections/“take aways”).
- Name files as per the following protocols, unless otherwise specified in assignment directions.
  - Always start a file name with your surname. Capitalize only the first letter (e.g., for the candidate Rocket Ragoon, the file name begins with Ragoon).



- If another candidate in the course section has the same last name, add your first initial (capitalized) following your surname (e.g., RaccoonR or Raccoon R).
- If another candidate in the course section has the same last name and his/her first name begins with the same letter, add your first name (beginning with a capital letter) after your last name (e.g., RaccoonRocket or Raccoon Rocket).
- You may alter the remaining words in the file name to shorten it BUT the file name must clearly identify the assignment, distinguishing it from any other assignment.
- Multiple instances of not following the file naming protocol may result, per the professor's discretion, in one (1) point deducted from the candidate's final course points total for each incident of not adhering to the stated format.
- Note that graduate courses at the master's level typically may require a time commitment for out of class work per week that equates to 3-4 hours per class session meeting hour (i.e., for EDSE 628-656, 13.5 - 18 hours per week). The time factor will fluctuate from week to week, depending on assignments.
- If a face-to-face (f2f) class cannot meet due to inclement weather (see page 1 under "Notes") or other circumstances as determined by the professor, candidates/students are responsible for completing all alternative assignments. Completion of *all* assignments substituting for the canceled f2f session will earn the one (1) participation point. ***Failure to complete any assignment, fully or partially, will result in the deduction for each instance of one (1) point from the overall accumulation of points in the course.***

### **Attendance and Participation**

- Course participants register for cohort classes with an understanding that:
  - The semester occurs within a compacted time frame;
  - The time allocation for class sessions is extensive; and
  - 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. Teacher candidates/students who are unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.
- Teacher candidates/students, as adult learners and graduate students, are expected to be fully in attendance at each face-to-face class session (see the next bullet), exhibit professional dispositions at all times, and appropriately participate, which includes writing a class session reflection/"take away". (See the subsequent section "Assignments" for directions on class session participation and "take away" reflective writing requirements.)
- Attendance includes:
  - Promptness—getting to class and back from breaks on time.
  - Class sessions start promptly at 4:30 p.m. and end at 9:00 p.m. as per the clock on the classroom wall (which may differ from your time piece) or as per the professor. It will not be considered disruptive or disrespectful to leave at 9:00 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.
  - 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).

- Participation, which 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/class 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;
  - Using technology/electronics *only* to assist in current class tasks.
- For those assignments that are used in class, failure to have on hand/in class the assigned work may result, per professor discretion, a deduction from the course point total of one (1) point per incident.
- The College of Education and Human Development expects teacher candidates/students to exhibit professional dispositions (<https://cehd.gmu.edu/teacher/professional-disposition>) and that teacher candidate/student demonstration of professional dispositions is part of the assessment process.
- Per professor judgment, use of electronics for activities not directly and/or appropriately applicable to the current class focus/activity is considered unprofessional behavior and a violation of the requirement to demonstrate professional dispositions. In particular, unless approved by the professor (e.g., for resources used during a team presentation), devices are not to be used in class for viewing or sending email, viewing or sending texts, for accessing the Internet, or for conducting conversations.
- For each instance of behavior that is not in keeping with professional disposition behaviors and attitudes, including inappropriate use of electronics, 5 points will be deducted from the total points accumulated in the course.

### **Absences (Partial or Non-attendance):**

- Per the College of Education and Human Development attendance policy (<https://cehd.gmu.edu/pt/adjunct-grading>), "Students are expected to attend all classes, arrive on time, and stay until the end of class." It is crucial to your mastery of course content to be present for class instruction (discussion, activities, presentations, etc.). By registering for the course, you are making a commitment to be present at all classes for the full duration of each session. If you are not able to commit to course attendance expectations, please discuss options with the professor and your academic advisor.
  - Please do not request permission to miss a class—you must make your own decision.
  - Course participants who are absent or who miss partial class time are responsible for the

material covered, including assignment discussions, clarifications, and explanations. It is not the responsibility of the professor to provide substitute instruction for material presented in class sessions. If a teacher candidate/student is not present for part or all of a class session, assignments remain 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, not with the professor, for collection of materials and to promptly obtain from colleagues and discuss with them class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.

- If a candidate misses more than 15 minutes per class session in 2 or more classes, 5 points will be deducted from the final point accumulation for each session for which attendance fell below the criterion level.
- There may be extenuating circumstances—those that involve a critical situation (self; immediate family member) or job responsibilities of a serious nature. If you know of such a situation in advance, please alert the professor via email **and** text before the class session begins. If the circumstances arise “last minute”, please alert the professor via email **and** text of your absence within 48 hours. Within 5 days of the absence related to those circumstances that truly are extenuating and unforeseen, please discuss the situation with the professor (to include impact on course mastery and assignments, including due dates and date of course completion). For the above situations, the professor may require confirmation from a health care provider, assistive agency professional, and/or job supervisor and/or GMU academic advisor and/or the school division contact person (per the professor's choice, regarding verification).

### **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 as per descriptions in the syllabus and timelines posted in the class schedule. Assignment submission includes posting to Blackboard and, when required, bringing a print or electronically accessible (if appropriate) copy of the assignment to class on the due date. Work must be posted to Blackboard no later than 4:30 p.m. the day it is due to be considered “on time”.
- Submitting an assignment late does not alter the due dates of the other assignments.
- The professor does not provide feedback on late assignments. Strive to keep up with the assignment schedule to allow for appropriate formative evaluation and feedback from your professor and peers across the semester and to assist understanding of content addressed in class.
- For the course to be considered completed and to avoid a grade of “Incomplete” (IN), the EDSE 628 common assignment, the Strategy Instruction Assignment, must be submitted in class 9 as a printed copy **and** posted to the appropriate Blackboard drop box.
- For late submissions of assignments:
  - An assignment will not be considered completed until the work is posted to Blackboard.
  - As appropriate to the type of assignment, either 50% of the possible points for the assignment or 1 point per draft and/or subtest administration not submitted will be deducted from the total overall course point tally unless the professor has agreed, in advance of the set due date and time, 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—that is, 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.

- 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 read, but will not print out, work posted on Bb and, therefore, will not provide written feedback or grade work that has been submitted only electronically.
- A candidate who verifies extenuating circumstances must arrange, through the professor, for a grade of “Incomplete” no later than the last class session for course completion. The teacher candidate must sign a GMU Incomplete Grade Contract, as provided by the professor.

### **Communication**

- Please see the information on file names in the prior section, “Other Assignments, Requirements, Expectations, and Policies”.
- ***Your George Mason University email address and the professor’s George Mason University email address are the only email addresses that will be used for communication in this course, per university policy.*** Failing to check your Mason email does not relieve you of the responsibility to communicate via your George Mason University account. If you send email from an account other than your GMU account, the professor will respond ONLY to your GMU email address.
- Check your GMU email account at least once per day and early enough on class meeting days to allow for appropriate response.
- Any course participant who experiences technical issues that interfere with course participation, receipt of course related email messages, and/or access to Blackboard has the responsibility to:
  - Contact the Information Technology Services (ITS) Support Center directly and immediately at 703-993-8870 and [support@gmu.edu](mailto:support@gmu.edu) and
  - Inform the professor of technical issues and steps you have taken to resolve them and to stay abreast of course information communicated through email and Blackboard.
- When you send email to the professor, always put at the beginning of the subject line your full name and the entire course number, which includes the 3-digit section number/extension (e.g. Subject: Rocket Raccoon 628-656).
- When you send a text to the professor or leave a voice message, please state your full name and your course number (include the 3-digit section/extension number); for example, “This is Rocket Raccoon in 628-656.”
- The professor is not able to receive or respond to calls, voice mail, and/or email messages after 3:00 p.m. on class days until after class has ended.
- The professor tries to respond to communications within 24 hours (barring unforeseen events).
- See the previous guidelines stated in this syllabus regarding communicating appropriately.

### **Use of Course Participants’ Products**

- All work by course participants may be shared in current and future courses and professional development led by Dr. Sheryl Asen. Author credit explicitly will be given to teacher candidate/student authors for their work unless an author wishes to remain anonymous.

- Teacher candidates/students may opt out of having their work shared or explicitly/publicly credited (that is, work may be shared but the author identification removed) by sending an email request to the professor's GMU email account ([sasen@gmu.edu](mailto:sasen@gmu.edu); use the subject line "Opt Out [First name Last name] EDSE 628-656"; e.g., "Opt Out Rocket Raccoon EDSE 628-656"). Provide a specific request (e.g., may use work but not state authorship; may use only the reading case study; do not share my course products). Requests to opt out must be received by the last day of the course in which the teacher candidate/student is enrolled.

### **Major Learning Activity 1: Class Session Participation and Reflection (9% of final grade)**

See policies about attendance and participation in the next syllabus section "Course Policies and Expectations". These expectations, especially professional dispositions, must be met to earn class session participation and reflection points.

At the end of each class session, the candidate writes a thoughtful, meaningful "take away" statement that identifies a learning connection/awareness about material in that class session that *goes beyond a restatement of information*. The statement includes *WHY that connection personally is relevant*—that is, the comments go beyond a simple retelling of information and delve into reflection. This reflection is handwritten at the end of class. The last 5 minutes of class time is devoted to the activity. Statements written during other class participation activities will not be accepted and, therefore, will not be eligible for credit.

The point for the reflection is awarded only if the candidate was present in class for at least 4 hours of the session and submits a reflection that meets or exceeds expectations, as described above. Partial credit may be assigned at the discretion of the professor.

### **Major Learning Activity 2: Quizzes to Guide Reading (6% of final grade)**

Candidates practice the "during reading" strategy of using a quiz to guide reading, which assists learners in successfully digesting and absorbing key information in print materials ([http://www.readingrockets.org/strategies/reading\\_guide](http://www.readingrockets.org/strategies/reading_guide)). Each quiz is completed outside of class while reading chapters 6, 7, 8, 9, 10, and 11. (The short, 6 question quiz used with the chapter 2 excerpts is for practice and does not earn a point; however, if it is not submitted, one [1] point will be deducted.) These take-home quizzes:

- Direct attention to important ideas in the reading material,
- Assist in review of chapter Learning Outcomes (stated at the beginning of each chapter),
- Highlight for the candidate areas of overall mastery of chapter concepts, and
- Identify those concepts needing further study and review.

A candidate downloads the quiz (in Word format) from Blackboard, then, while reading, s/he uses a highlighting pen, ink pen, or other permanent marking method (such as the highlighter tool in Word) to indicate the multiple-choice option(s) selected, to fill in a response, etc. The candidate posts his/her completed quiz to Blackboard no later than 4:30p the day on which it is due and brings the completed quiz to class. The candidate self-checks his/her quiz responses during class break time, which is extended by 5 minutes during class sessions when quizzes are due, and records the score (further directions are given in class). The candidate *must score 90% or higher to earn credit* for the quiz.

Note: The professor may alter the procedures to include transposing or entering quiz responses on Blackboard, which will result in electronic grading of the quizzes. If the procedure is altered, the professor will discuss the revised process in class.

### **Major Learning Activity 3: Responses to Resources (25% of final grade)**

The candidate responds to designated videos, IRIS modules, or readings. Each resource has its own response prompt (templates are on Blackboard). For *each* Responses to Resources assignment, *use the specific response template on Bb* that corresponds to the assigned resource. The templates may include specific directions, including which parts to respond to and to note pages or video time markers. Candidates must adhere to all directions and prompts embedded in the templates as part of the consideration for points earned. Examples and further directions will be shared in class. Candidates are expected to come to class prepared to discuss, share, and apply content from these assignments—bring electronic or printed copies to class.

Notes:

- For all Responses to Resources *except* the Thinking Maps and the Equitable Classroom Practices assignments, a candidate may substitute another response format/option; however, to receive credit, the submission must identify and reflect the cognitive level(s) of demand of application, analysis, synthesis/creation, or evaluation per Bloom's Taxonomy (<http://cehdclass.gmu.edu/ndabbagh/Resources/IDKB/bloomstax.htm> or <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>).
- For IRIS modules:
  - *Follow the prompts on the response templates.* These assignments do *not* require written responses to an IRIS module's Initial Thoughts and Assessment prompts.
  - Candidates are expected to work through all pages in each IRIS module *except* when only specific pages are noted on the response template.
- For the Thinking Maps (TMs) assignment, a point is awarded for each of the 3 required TMs *if* that submission is in accurate TM form, is of sufficient conceptual quality, and adheres to the assignment rules.
- All other responses to resources assignments are worth 2 points each based on the following:
  - 2 = Meets or exceeds expectations
  - 1 = Attempted but of minimal quality (e.g., not substantive; reports/retells content rather than extending into reflection/responding to reflection prompts)
  - 0 = Not attempted/no evidence or incorrect (e.g., not in accordance with facts; misses a key point; demonstrates misinterpretation/misunderstanding of concepts)
- All responses must be submitted to the corresponding drop box on Blackboard. The professor will read all submissions on Blackboard to determine response quality (including that directions were followed). The professor, however, will comment only on the *optional* printed responses that also are submitted by the candidate in his/her class folder on the due date.
- For the Thinking Maps assignment, a copy of the hand drawn thinking maps *must* be brought to class and handed in as well as submitting on Blackboard scanned or photographed copies.

### **Major Learning Activity 4: Workshop on Course Topics (30% of final grade)**

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

The workshop 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 workshop involves some hands-on experiences in which cohort colleagues practice strategies and learning activities.

The purposes of the workshop and its activities are to:

- Assist class members in processing and applying principles of instruction for that content.
- Experience activities during which workshop leaders model evidence-based teaching practices.
- Facilitate participants in practicing evidence-based strategies that classroom students would use to master content.
- Expand our repertoire of teacher practices and learner strategies beyond those focused upon in the required course materials.

The workshop team members are responsible for working collaboratively 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 the content focus).

The workshop 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 while implementing 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, such as materials scaffolds, a summary chart, a thinking map, or a graphic organizer.

Specific resources and strategies will be required by the professor. Directions will be shared through email. The team selects a member who serves as the contact person with the professor for workshop guidance, answering questions, giving feedback, etc. The team may 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 workshop plans.

The workshop 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 and must be either a tree map, brace map, flow map, multi-flow map, bridge map (with relating factor), or double-bubble map.
  - If a flow map is used as a workshop support, the team must decide if it applies to this thinking map requirement or to the scaffold requirement. Additionally, a flow map used



for management purposes (e.g., to direct workshop participants through their stations) may not be applied to this requirement.

- While circle and bubble maps may be used during the workshop, they do not meet the requirement to integrate thinking maps as described above. “Plus” allocations, however, may be earned for use appropriate use of thinking maps beyond what is described above, including use for workshop management purposes.
- Examples of one content scaffold **and** either one task **or** material scaffold.
  - Each of these must be applied to mastering the strategy and/or academic content.
  - The content scaffold must explicitly be stated/identified—that is, make it clear to participants how you are using content scaffolding to support mastery.
  - If a flow map is used as a task scaffold, the team must decide if it applies to the thinking map requirement or this scaffold requirement. Additionally, a flow map used for management purposes (e.g., to direct workshop participants through their stations) may not be applied to this requirement.
- For at least two strategies/practices in the workshop, one example each of how instruction can be differentiated.
- For at least two strategies/practices in the workshop, one example each of an accommodation that could be made for a student with disabilities.
- The workshop includes additional resources (e.g., manipulatives, graphic organizers) to support processing information and taking notes. (Samples will be brought to class.)

The use and sharing of materials must be compliant with copyright regulations.

The team must combine all handouts into one PDF file (or two, if necessary due to file size limitations). If the PDF file exceeds 5 pages, include a title page for the packet and a table of contents.

Other considerations and workshop guidelines/information:

- **Do not use a Prezi** as a slideshow format **or Kahoot (or Jeopardy or similar quiz programs)**.
- Adhere to the course guidelines for file formats.
- All documents and any PowerPoint/slideshow presentations used as part of the workshop are due to the professor electronically via the Bb drop box by the start of class the day of the workshop.
- The professor may post workshop materials to the class Bb site for cohort colleagues to access as long as the Bb course site is available.

Further details of this assignment will be reviewed in class and/or with the team contact person.

Following completion of the workshop, **each** member of the team **individually** evaluates the workshop by assigning points earned on the assessment matrix and responding to prompts. Additionally, **each** team member writes concise but substantive reflections on his/her choice of 2 topics of focus in the workshop and writes a brief evaluation of his/her contribution to the team’s efforts. For some benchmarks on the workshop rubric, a candidate may be graded by the professor as an individual or the candidate may receive a grade assigned to part or all of the team. The option is at the discretion of the professor. The assessments and reflections are due by noon the Saturday following the workshop via the Blackboard drop box.

### **Major Learning Activity 5: Strategy Instruction Assignment (aka SIA; EDSE 628 Common Assignment; 30% of final grade)**

The Strategy Instruction Assignment (SIA) is the Common Assignment for EDSE 628 across all sections of the course. The study is conducted during the current semester. 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 research-validated strategy with the goal of self-sufficient use by the student. 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) academic curriculum*. (For possible exceptions, consult with the professor.)

The teaching methodology follows the Self-Regulated Strategy Development (SRSD) process for teaching a strategy or a concept rule to mastery. The EDSE 628 candidate uses curriculum-based measurement (CBM) or, upon consultation with the professor, another means of data collection to record the student subject's progress and display the student's progress graphically.

The strategy used in the EDSE 628 SIA project *may not be one to improve student behavior*, whether or not the target behavior impacts a student's ability to master content (e.g., task completion). The strategy *may not be focused on using a teaching tool* (e.g., CBM; creating a word wall).

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.

Further explanation of the Strategy Instruction Assignment, the outline for the project paper, and the rubric for grading the project will be shared in class and are posted on Blackboard. The rubric, which is included in this syllabus, serves as an overview of the project's components and requirements.

The project 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 (7<sup>th</sup> edition) throughout the paper and in the reference list.

#### **Grading Scale and Grade Record Keeping**

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. The professor may award + or – qualifiers based on work quality, effort, and bonus points accumulated/demonstrated throughout the semester.

90 – 100 points = A  
86 – 89 points = B+  
80 – 85 points = B  
70 – 79 points = C

< 70 points = F

Blackboard is used to indicate which assignments were submitted on time. Blackboard is not used to track course grades (other than any quizzes which might be administered online). Points earned are updated every week on EDSE 628 Assignments and Attendance Record Sheet, which is kept in the candidate's course folder. It is the candidate's responsibility to be aware of the accumulated earned points.

**\*Note:** The George Mason University Honor Code will be strictly enforced (see <https://oai.gmu.edu/> and <https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. 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 for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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. The class schedule is presented at the end of this document.

### **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 <https://ds.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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>.
- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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 <http://cehd.gmu.edu/>.

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, the professor is designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

### **Appendices**

#### **Assessment Rubric(s)**

The rubric for the EDSE 628 Performance-based Common Assignment, the Strategy Instruction Assignment (SIA) is presented on the pages that follow. Other course rubrics are provided on Blackboard (Assignments → Course Rubrics) and are considered appendices to this syllabus.

#### **Class Schedule**

The weekly class schedule is presented at the end of this document.

## Assessment Rubric: Strategy Instruction Assignment

Strategy Instruction Assignment / EDSE 628 Common Assignment (30 points)		Pts.
Abstract	<p>Provides an original concise abstract* that describes with clarity the strategy application project/EDSE 628 student's research:</p> <ul style="list-style-type: none"> <li>Objective of the study, noting the strategy used to achieve what academic purpose for learners with which learning characteristics and need(s)</li> <li>Summary statement of methods. This includes the relevant student subject demographics, implementation conditions, timeframe, use of SRSD model for instruction, and data collection method)</li> <li>Results, conclusions, and implications.</li> </ul> <p>(*See the Written Communication note at the end of this rubric regarding using APA format.)</p>	2
Academic Content & Student Subject	<p>Describes how mastery of the student to whom the strategy is taught, the academic content focus.</p> <ul style="list-style-type: none"> <li>States the academic area of focus (content and topic) of this study. Correlates the content and topic to the most recent version of the Virginia Standards of Learning (VSOL) for English and/or Mathematics and/or Science and/or History and Social Science.</li> <li>Discusses the effects exceptional conditions can have on learning in this content area. Verifies statements by citing professional sources.</li> <li>Provides student demographic/background information relevant to the study. States a rationale for selecting it as the instructional emphasis for this student.</li> </ul>	3
The Strategy	<p>Describes the strategy selected for the project. The statements are verified through citing appropriate sources.</p> <ul style="list-style-type: none"> <li>Introduces the specific strategy by name (states the full name and then, if relevant, provides the acronym or common name). Verifies it is a research-based, scientifically-based, or evidence-based practice.</li> <li>Explains the strategy's specific purpose and/or intended outcomes. What should a student who appropriately uses this strategy be able to do/achieve/master?</li> <li>Provides a rationale for why the strategy is suitable for this particular student subject.</li> <li>States conditions and materials needed to successfully teach the strategy. Includes tips for implementation and possible accommodations for using this strategy with different student populations (e.g., age; disability; cultural background; interests) for those who access the general education curriculum.</li> <li>Lists the specific, detailed steps of the strategy itself (<i>not</i> the steps in the SRSD model). The strategy's steps are presented in a numbered sequence that acts as a task scaffold that guides a student, step-by-step, through using the strategy.</li> </ul>	5
Instruction Method & Implementation	<p>Presents the Self-Regulated Strategy Development (SRSD) model.</p> <ul style="list-style-type: none"> <li>Introduces the use of SRSD as the model of instruction used for this project.</li> <li>Describes the implementation parameters (setting; teacher-to-student ratio; session lengths; overall timelines; accommodations were used with the student subject, if appropriate).</li> <li>Introduces the SRSD Lesson Guide log (what it is), then displays as a table the completed Self-Regulated Strategy Development (SRSD) Lesson Guide log.</li> </ul>	3

SRSD Lesson Guide	Provides the completed SRSD Lesson Guide in table format, which gives 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 <b><i>discrete instructional actions in a numbered list that were followed to provide explicit instruction of the instructional strategy.</i></b> There are dated entries in the lesson guide for SRSD <b><i>beyond</i></b> the teacher modeling stage (step 3) during which the student subject applies the steps of the strategy while receiving appropriate levels of teacher support (guided practice through independent use; SRSD stages 4, 5, and 6). The SRSD Lesson Guide provides evidence of appropriate implementation of SRSD stages 1 through 5 and, if possible, stage 6. Post instruction data is collected and reported if the student achieves independence. The EDSE 628 teacher candidate is not required to implement more than five 15+ minute sessions, each session held on a different day, for SRSD stages 4 through 6.	10
Results	<ul style="list-style-type: none"> <li>• Describes the findings.</li> <li>• 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.</li> <li>• Evaluates the effectiveness, including: <ul style="list-style-type: none"> <li>○ The efficacy/effects of strategy use on student mastery of the content</li> <li>○ How these results compared to expectations based on the research</li> <li>○ 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).</li> </ul> </li> </ul>	3
Recommendations	Make recommendations for next steps for instruction for the student. Recommendations, as appropriate, focus on next instructional steps. These include: applications of the strategy by this student to master specific other academic content; changes to accommodations for this student when using the strategy; possible additional strategies to support mastery in the area of instructional focus).	2
Reflection	Reflects on the professional knowledge, expertise, and insight gained from the strategy instruction assignment experience. This reflection is <b><i>submitted as the first item in the project paper's appendix.*</i></b> (*See the Written Communication note at the end of this rubric.)	1
References & Appendices	Attaches a reference list* and appendices* (e.g., in addition to the author's reflection: a copy of an instructional tool/aid used/created for implementation; samples/evidence of student work that show application of the strategy). (*See the Written Communication note at the end of this rubric regarding using APA format.)	1
Written Communication	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 (7 <sup>th</sup> edition) format and 3 <sup>rd</sup> person throughout the paper, including in the abstract and in the reference list. The first appendix, the author's reflection as described above, is written in first person. If these qualities consistently are not in evidence, points (up to 10) are deducted, based on the degree of non-compliance.	Y/ N

## EDSE 628-656 Class Schedule

The course syllabus is dynamic—it 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).

***The professor reserves the right to alter the schedule as necessary, with notification to candidates.***

Come to each class ready to discuss your assignment responses.

Class #	Topics for Class This Week	Assignments for the Next Class (Homework)
Class 1 1/8/20	<ul style="list-style-type: none"> <li>• Blueberries</li> <li>• Why access the general education curriculum?</li> <li>• What are evidence-based practices?</li> <li>• Assets and introductions</li> <li>• Course overview, syllabus, assignments, &amp; assessments</li> <li>• Topics &amp; teams</li> <li>• Curriculum and learning theories</li> <li>• Previewing textbook readings</li> <li>• Using quizzes to guide reading</li> <li>• Preparing for reading Chapter 2</li> <li>• Reflection and self-assessment</li> </ul>	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> <li>• Read the course syllabus.</li> <li>• Read the course syllabus.</li> <li>• Really: read the course syllabus. In class 2 you will be asked to verify you read the syllabus. Send questions via email to Dr. A by 9:00 a.m. 1/13/20.</li> <li>• Explore the course Blackboard site. Pay particular attention to the Additional Resources (under Course Content) and Assignments folders. Know where things are! In class 2 you will be asked to verify you explored the course Blackboard site, especially the above cited folders.</li> <li>• 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. Bring the quiz to the next f2f class. (This is a short practice quiz.)</li> <li>• Use the chapter 2 response form (Assignments folder) to record:               <ul style="list-style-type: none"> <li>○ Aspects of each of the learning theories in the Chapter 2 reading selection that currently guide your practices;</li> <li>○ Aspects of these theories not currently part of your practices that you now aim to incorporate into your instruction.</li> </ul> </li> <li>• SRSD assignment</li> <li>• Read the description of the Strategy Instruction Assignment (SIA), the outline for the project paper, and the rubric for grading.</li> <li>• Explore sources for evidence-based strategies that aid learners. Think about the focus area and strategy you might select for the SIA.</li> <li>• View the Field Experience video (Assignments → Field Experience). After viewing the video, sign the online form. Do this before attending class 2.</li> <li>• Think about who will be your student for your SIA. Contact the Field Experience Office if you need placement assistance.</li> </ul>



Class #	Topics for Class This Week	Assignments for the Next Class (Homework)
Class 2 1/15/20	<ul style="list-style-type: none"> <li>• Learning theories</li> <li>• SRSD and the Zone of Proximal Development (ZPD)</li> <li>• Note Taking</li> <li>• “Management by Profile”</li> <li>• SIA project: using the Self-Regulated Strategy Development model; selecting the strategy</li> <li>• Workshops</li> </ul>	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> <li>• Thinking Maps (TMs) assignment (Bring to class 4 the TMs you created as well as posting the TMs on Bb under the assignment folder.)</li> <li>• Learning modalities assignment</li> <li>• Complete, before the start of class 3, the Field Experience Office (FEO) requirement of submitting the online form indicating how your field experience will be arranged. The link is in email from the FEO.</li> </ul>
Class 3 1/22/20	<ul style="list-style-type: none"> <li>• Learning modalities</li> <li>• Content, materials, and task scaffolds</li> <li>• Contextual supports &amp; differentiation</li> <li>• Non-linguistic representations</li> <li>• Thinking Maps</li> <li>• “Oral language is the foundation of literacy.”</li> </ul>	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> <li>• 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). Respond to this resource.</li> <li>• Read text Chapter 6 “Assessing and Teaching Oral Language”. Use the quiz to guide your reading.</li> <li>• Independent practice assignment</li> <li>• Bring to class the content area, name, and steps of the strategy you’ll focus on for your SIA.</li> </ul>
Class 4 1/29/20	<ul style="list-style-type: none"> <li>• Oral language</li> <li>• Independent practice</li> <li>• Memory</li> </ul>	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> <li>• Read text Chapter 7 “Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition”. Use the quiz to guide your reading.</li> <li>• IRIS: PALS: A Reading Strategy for Grades K-1; PALS assignment part 1</li> <li>• Read Chapter 9 “Assessing and Teaching Writing and Spelling”: p. 296 – 303 (spelling); p. 303-305; (handwriting); p. 311, 2<sup>nd</sup> and 3<sup>rd</sup> bullets. Use quiz questions #16-30 to guide your reading. (The chapter 9 quiz will be checked in class 7.)</li> <li>• Designing Lessons – Rules assignment</li> </ul>
Class 5 2/5/20	<ul style="list-style-type: none"> <li>• Phonological awareness, phonics, and word recognition</li> <li>• Spelling</li> <li>• Handwriting</li> <li>• Designing lessons - rules</li> </ul>	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> <li>• Read text Chapter 8 “Assessing and Teaching Reading: Fluency and Comprehension”. Use the quiz to guide your reading.</li> <li>• IRIS: PALS: A Reading Strategy for Grades 2-6 assignment; PALS assignment part 2</li> <li>• If you haven’t already done so, start instruction for your SIA project instruction by 2/10/20.</li> </ul>

Class #	Topics for Class This Week	Assignments for the Next Class (Homework)
Class 6 2/12/20	<ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Reading fluency</li> </ul>	Readings and assignments for the next class: <ul style="list-style-type: none"> <li>• Read text Chapter 9 “Assessing and Teaching Writing and Spelling”, p.275-296, top; p.306-311(writing). Use quiz questions #1-15 to guide your reading.</li> <li>• Read text Chapter 10 “Assessing and Teaching Content Area Learning and Vocabulary Instruction”. Use the quiz to guide your reading.</li> </ul>
Class 7 2/19/20	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Content area learning</li> <li>• Vocabulary instruction</li> <li>• Reading fluency (continued)</li> </ul>	Readings and assignments for the next class: <ul style="list-style-type: none"> <li>• Read text Chapter 11 “Assessing and Teaching Mathematics”. Use the quiz to guide reading.</li> <li>• IRIS module High Quality Math Instruction: What Teachers Should Know, Perspectives &amp; Resources pages 5-9</li> <li>• “Do the Math” assignment</li> <li>• Post to Bb your FEO log.</li> <li>• Complete the FEO end of semester survey.</li> </ul>
Class 8 2/26/20	<ul style="list-style-type: none"> <li>• Teaching mathematics</li> <li>• Read aloud</li> </ul>	Readings and assignments for the next class: <ul style="list-style-type: none"> <li>• Reflection, Relationships, and Resilience assignment</li> <li>• Designing Lessons – Rules assignment</li> <li>• Equitable Classroom Practices assignment</li> <li>• Strategy Instruction Assignment project due</li> </ul>
Class 9 3/4/20	<ul style="list-style-type: none"> <li>• Reflection, relationships, and resilience</li> <li>• Equitable classroom practices</li> <li>• Designing lessons - rules</li> <li>• Loose Ends</li> <li>• Wrapping Up</li> </ul>	Rest & relaxation! Wahoo! Yay, you!