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

Spring 2021
EDSE 628 661: Elementary Reading, Curriculum, Strategies for Students Who Access the General Education Curriculum
CRN: 23518, 3 – Credits

Instructor: Carmen Rioux-Bailey	**Meeting Dates: 3/17/21 – 5/12/21**
Phone: 202-302-3223 (mobile)	**Meeting Day(s): Wednesday**
E-Mail: criouxba@gmu.edu	**Meeting Time(s): 5 pm – 9:30 pm**
Office Hours: by appointment	**Meeting Location: Online: synchronous and asynchronous**
Office Location: n/a	**Other Phone: N/A**

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

Prerequisite(s):
None

Co-requisite(s):
None

Course Description
Applies research on instructional approaches in elementary curriculum for individuals with disabilities accessing general education curriculum. Includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies; cognitive strategies in study skills; attention and memory; and peer-mediated instruction. Note: Field experience required.

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 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. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using a mix of synchronous and asynchronous format svia the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on March 17 at 9am.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: Tested devices and operating systems (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader (https://get.adobe.com/reader/)
  - Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - Apple Quick Time Player (www.apple.com/quicktime/download/)

Expectations
- Course Week:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
  Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. You can meet with the instructor via telephone or Zoom. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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 on 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 Texts
1. Vaughn, S. R., & Bos, C. S. (2020). *Strategies for Teaching Students with Learning and Behavior Problems* (10th Ed.). Upper Saddle River, NJ: Pearson ISBN-13: 9780134792019. NOTE: This is a new edition.

2. Archer, Anita, & Hughes, Charles (2010). *Explicit Instruction: Effective and Efficient Teaching* (1st Ed.). Guilford Press. ISBN 9781609180416. (Chapters 4 & 8 ONLY) **You will use this text in EDSE 629 as well.**

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Additional Readings: As assigned

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

VIA 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 VIA (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 VIA.

For EDSE 628, the required PBA is (**NO ASSESSMENT REQUIRED FOR THIS COURSE**). Please check to verify your ability to upload items to VIA before the PBA due date.

> **Assignments and/or Examinations**
> **Performance-based Assessment**
> **(VIA submission required)**
>
> N/A

College Wide Common Assessment
(VIA submission required) N/A

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016).

Students must be able to perform the essential functions of the practicum site assigned with or with without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

*Please note that due to barriers with accessing field experience placements in Spring 2021 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified by their instructors with field experience options in their course. If the instructor allows field experiences to be completed on-the-job for students working in schools, you must have administrator approval and access to all field experience-related tasks and requirements. Please note that if you are not completing your field experience on-the-job or if your worksite does not meet the necessary requirements, **you will use an alternative option provided by your instructor; you may NOT arrange your own field experience placement (i.e., do NOT reach out to teachers or administrators on your own).** Check your Mason email regularly for important information regarding your field experience.

Other Assignments

I.   **Strategy Application Project (SAP) (45 points)**
The Strategy Application Project (SAP) is the Common Assignment for EDSE 628 across all sections. It involves several components including research, planning, implementation of a research project, data collection, analysis, and reporting. Student performance on this project will be greatly enhanced by carefully reading and following the detailed directions below.

The EDSE 628 student designs, implements, collects data, and analyzes research. The focus of the research is teaching a student (or group of students) with mild disabilities how to use a strategy for academic learning with the goal to self-sufficient implementation by the student (student self-direction in use of the learning strategy). The strategy must be a research-validated approach for mastering knowledge or skills in elementary level reading, language arts, mathematics, science, or social studies. For this assignment, this may include strategies for vocabulary development or memory or metacognition as specifically applied to mastering content in elementary level literacy or mathematics. The strategy is appropriate for use with students working at the elementary

level and employs elements of explicit instruction for teaching a strategy to a student. *NOTE: The strategy used in the EDSE 628 project may not be one to improve student behavior.* If you are a secondary teacher, it is imperative that you choose a strategy to work on elementary/foundational skills with a student.

To achieve these standards through the Common Assignment, students:

1. Find in a professional, peer-reviewed journal (e.g. Learning Disabilities Research and Practice; Behavioral Disorders; Exceptional Children; Intellectual and Developmental Disabilities; Journal of Special Education); at least one research article that focuses on implementation of a specific evidence-based, scientifically-based, or research-based strategy with elementary students with mild disabilities.

2. Read the article(s) with the purpose of comprehending, then implementing use of the strategy;

3. Discuss how the strategy supports this content mastery;

4. Discuss relevant information about the student subject that verifies the appropriateness of teaching the student to use the strategy (DO NOT use any student names, however, provide a brief description of the class, school, and students using pseudonyms);

5. Describe implementation considerations, especially accommodations that may be made to assist students in using the strategy;

6. Collect baseline data prior to strategy instruction;

7. Implement the strategy with (a) student(s), using explicit steps that can be repeated by another person (use the SRSD approach), in 5 (at a minimum) to 10 instructional sessions of 15-30 minutes each. (NOTE: the number of sessions and the amount of time per session varies appropriately according to the student and the strategy.)

8. Collect and analyze data on student progress; Explain how you measured student progress. Represent this data using graphing/progress monitoring tools.

9. Make recommendations for further instruction; Link to CEC HLPs 11-22

10. Reflect on what the researcher (you, the EDSE 628 student) learned through the assignment about the student and about your teaching.

A description of the above will be presented in a paper format (Exemplar provided)

II.   **Lesson Plans (10 points each; there are two)**
Each lesson plan should conform to the LEARN model. Exemplars are provided. The lesson plan must include elements of explicit instruction and progress monitoring/assessment. The first lesson plan to be evaluated will focus on learning objectives from elementary language arts. The second lesson plan will focus on learning objectives from math or a content area at the elementary level. You will include a discussion section at the end of your lesson plan that

explains how your lesson plan aligns to the CEC Instruction HLPs in Special Education (HLPs11-22). More specific directions for the lesson plan assignments, exemplars, and the rubric will be provided on Blackboard. https://highleveragepractices.org/

Course Policies and Expectations
       Attendance/Participation
Class Participation and Professionalism: missing one of the 3 Zoom classes will result in a 7-point deduction from your final grade for each missed Zoom.

Please display Zoom etiquette during class sessions. You should be engaged in the material/discussion, which means you are participating verbally or through writing, and you begin and end at the scheduled times. Your face is showing and you are available to speak at all times.

       Late Work
All assignments are required to be completed and submitted on time.

• The EDSE 628 Strategy Instruction Assignment and course evaluation must be submitted on time for the course to be considered completed.

• For late submissions of assignments: 25% of the points will be deducted from your assignment grade for late submissions unless the professor has agreed to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade. This extension may be used ONE time for ONE assignment only.

Grading Scale
100 – 95 A

90 – 94 A-

89 – 86 B+ 85 – 80 B

79 - 77 B-

76 – 73 C

< 73 F

Summary of Assignments and Points

Lesson Plan 1	10
Lesson Plan 2	10
IRIS Module Writing	5
IRIS Module Math	5
SAP Project Paper	45
Quizzes (5)	25

Total	100 points

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (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 Policies and Procedures (https://cehd.gmu.edu/students/polices-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.

Class Session	Topic	Before Next Class I need to
Class 1 3/17	**7-9 PM** **ZOOM CLASS!** Review Syllabus, Texts, And Blackboard Overview of Expectations/Assignments; Evidence-Based Practices	Read about CECs High Leverage Practices in Special Education (focus for this class are HLPs 11-22 http://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf • Read A and H Chapters 4 and 8 • Read Vand B Chapters 1 & 2 • Complete Quiz 1
Class 2 3/24	Effective Inclusion and Differentiated Instruction for all Learners: HLPs	• Read Vand B Chapters 3-5 • Complete Quiz 2

	Components of Effective Lesson Planning, Assessment and Teaching cycle ==Zoom class at 5pm for those who want help finding an article!==	• ==Find research article with strategy for SAP assignment and identify student. Email me your proposal.== Review Sample Eligibility Report (in Assignment Folder for Class 3)
Class 3 3/31	**6-9 PM** **ZOOM CLASS!** Simulation Child Study with Psych Report and Interpretation	• Read Vand B Chapters 6-8 • Lesson Plan #1 Due Class 4 •
Class 4 4/7	Dyslexia Approaches Reading K-3 Reading 4-6	• Read V and B Chapter 9 • Lesson Plan #2 Due Class 5 • Complete Quiz 3
Class 5 4/14	Direct Instruction Language Development and Early Writing/Spelling Structured Literacy and Typical Literacy Practices	• Read V and B Chapter 10 • Complete Iris Module # 1 The IRIS Center. (2006). Improving writing performance: A strategy for writing persuasive essays. https://iris.peabody.vanderbilt.edu/module/pow
Class 6 4/21	Vocabulary and Concept acquisition Writing instruction Peer Tutoring and Cooperative learning strategies	• Read V and B Chapter 11 Read 3 articles in the Class 6 folder for homework: 1. Intensifying Interventions for Students by Identifying and Remediating Conceptual Understandings in Mathematics 2. The Relative Value of Growth in Math Fact Skills Across Late Elementary and Middle School 3. Classwide Peer Tutoring: Practice, Theory, Research, and Personal Narrative
Class 7 4/28	MATH – principles of math instruction	Complete IRIS module #2 on Math and Submit https://iris.peabody.vanderbilt.edu/module/rti-math/
Class 8 5/5	Anti-Racism, equity, and inclusion for our elementary students	• Turn in SAP paper • Prepare 5-minute SAP Presentation
Class 9 5/12	**Presentations**	**5-9 PM** **ZOOM CLASS!**

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: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (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 Disability Services (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 either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

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

- As a faculty member, I am 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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the Title IX Coordinator (titleix@gmu.edu).

- **For information on student support resources on campus, see Student Support Resources on Campus (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 College of Education and Human Development (http://cehd.gmu.edu/).

Appendix

Assessment Rubric for Strategy Application Project 45 points

Component	No Evidence	Limited Evidence	Satisfactory Evidence	Superior Evidence	Points Possible
Journal Article cited and referenced					**1**
Strategy Defined and Design Replication explained					**3**
Relevance of strategy to content area and across-content application potential					**3**
"Fit" of strategy to student needs/school/curriculum requirements					**3**
Accommodations needed for student(s)/context for fidelity					**3**
Implementation session descriptions					**8**
Data and Data Analysis					**8**
Recommendations for further instruction for student(s) and Alignment to CEC HLPs 11-22					**5**
Reflection on student and teacher learning/outcomes					**4**
Appropriate APA format and citation(s)					**2**
SAP Presentation					**5**