

**George Mason University
Graduate School of Education
Alternative Education Certificate Program
Fall 2005**

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Course Location: Burke School, Fairfax County Public Schools

EDAE 601 Curriculum and Methods for Alternative Education - 3 credits

Course Description: This course is designed to assist students in implementing strategic planning with clearly defined and targeted outcomes. In addition, it will help students in identifying and developing expertise in the various types of instructional strategies, adaptations, and modifications to improve **at-risk student learning in alternative education programs at the elementary, middle, and high school levels**. This course differs significantly from typical curriculum and methods courses in general and special education because its focus is on the unique circumstances under which teachers in alternative education settings must teach. Teachers in alternative education settings are frequently responsible for concurrently providing content information in a number of courses at a variety of grade levels. In addition, the nature of the **at-risk students** requires that a very structured discipline system be used in concert with a wide variety of techniques in order to meet the students' emotional and behavioral needs. At the same time, emphasis must also be placed on integrating the Standards of Learning (SOLs) at the elementary, middle, and high school levels, even in the **alternative educational settings**. In this course, additional focus will be placed on current trends in teaching (teachers as researchers); motivating students; using technology effectively; and creative scheduling (unique to **alternative educational settings**).

Objectives: Upon successful completion of this course, the student will be able to:

1. Write science, math, social studies, and language arts goals and objectives for **at-risk students who are in alternative education programs** at the elementary, middle or the secondary levels.
2. Write effective units and lesson plans based on Standards of Learning (SOLs) to improve the learning of **at-risk students in alternative education settings**.
3. Determine target (content standards) to be assessed at the conclusion of **at-risk student learning in alternative education settings**.
4. Incorporate a variety of adaptations, modifications, and instructional strategies that are unique in meeting the needs of **at-risk students'** learning styles and modalities in **alternative educational settings**.
5. Identify appropriate or design assessment tools that can be easily and effectively used in **alternative educational settings** to determine **at-risk students'** understanding.
6. Develop rubrics to evaluate a writing sample, reading mechanics, and comprehension of **at-risk students in alternative educational settings**.

7. Discuss and compare current trends in teaching **at-risk youth** who are in **alternative educational settings** the elementary, middle, and secondary levels with trends in regular education programs.
8. Identify and incorporate technology into the strategic planning of units and lesson plans for **at-risk youth** who are in **alternative educational settings**.
9. Be able to schedule courses for **at-risk students** who are in **alternative educational settings** in a creative, yet practical manner. Note: Because the alternative educational settings include students who are at a variety of grades levels and require different subjects, this is a very important competency for alternative education teachers to possess.
10. Understand and be able to implement the use of independent study for **at-risk youth** who are in **alternative educational settings**. Note: Independent study is a very important component of most alternative educational settings.
11. Be able to motivate **at-risk students** who are in **alternative educational settings** to study and learn.

Course Methods: This course is structured around assigned readings in the text, reflections and class discussion on those readings, and some lecture. In addition, other activities will be implemented during the course sessions, such as: small group problem solving, simulations, case studies, readings, role-plays, and student projects. Using a variety of activities such as these, assists students in making the transition from theory and knowledge --- to practice.

Course Requirements:

1. Attendance in class is mandatory, as discussions, lectures, small group and hands-on activities are all-important parts of the course.
2. Each student is expected to complete all readings and participate in all class activities.
3. Each student is expected to participate in and complete all classroom projects.
4. Students who must miss a session are responsible for notifying the instructor (preferably in advance) and for completing any assignments, readings, etc. before the beginning of the next session.
5. All written assignments must be completed on a word processor. Assignments are to be turned in at the beginning of the session on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

Course Assignments:

NOTE: Students may work in small groups or together provided commonality of learning mission. Each group member must show work and individual accountability.

Summary of Course Requirements	Points
Measurable statements that are the basis for your lesson plan	5
9-week unit calendar	15
Lesson plan (based on rubric) for your unit	15

Creative Scheduling Scenarios (each 12.5 pts)	25
Unit (intro, adaptations, assessment, rubrics, etc.)	15
Culminating Concept Paper on Alt Ed Curriculum & Teaching Strategies	15
Presentation of Unit	10
Total Points	100

1. **Measurable Goal/Objectives Statements. (5pts).**

- Select an SOL from any **secondary-level curriculum** upon which you can base a regular education objective.
- Use that to base your ability to write a measurable goal/objective that contains the 4 components reviewed during class lecture (student, desired behavior, conditions, and criteria) and that integrates career education concepts.
- Write a measurable statement focusing on one of the phases of career ed (awareness, orientation, exploration) for each one. Use the same SOL as the basis for each statement.
- Have one other class participant review & verify that you have included all the necessary components (4) for a measurable statement (clearly identify these in your paper, referencing text page numbers).
- Be prepared to revise this activity, if necessary.

Resource: Chapter 4, p 82 & lecture. Length: one page.

Scoring Rubric: Class will provide input as to outstanding, etc.

- A secondary-level curriculum has been identified from which an SOL has been selected*
- A measurable statement divided into the 4 components has been written for awareness*
- A measurable statement divided into the 4 components has been written for orientation*
- A measurable statement divided into the 4 components has been written for exploration*
- Another class member has signed off, verifying that a measurable statement divided into the 4 components has been written for each of the key career education phases*

2. **Nine week unit calendar (15 pts).**

3. **Design and implement a curriculum unit (9 weeks)** that is appropriate for **at-risk youth** in an **alternative educational setting** for a content area (English, math, science, or social students) which is based on the Standards of Learning (SOL) for the selected content area **(15 pts)**

Because alternative education teachers are required to teach several different subjects at several different grade levels at the same time, it is important to have some hands-on experience is developing this skill. A unit may be for 9th grade English or for Chemistry (11th grade). Each 9 week unit must:

- Identify the type of **alternative educational setting** in which it will be implemented.
- Must be based on the SOLs for that subject and grade level.
- Include measurable goals and objectives.
- Include a 9-week calendar of events (based on the format provided by the instructor).
- Include complete lesson plans (based on the format provided by the instructor) for at least three days (spaced out over the period of the unit such as day 1, 25, and day 45).
- Identify and describe the type of instructional strategies, adaptations, and modifications that are appropriate for the **at-risk youth** who are in the **alternative educational setting** for which this unit is being developed.
- Include the development rubrics and other strategies that are appropriate for use with **at-risk youth** in **alternative educational settings** for the evaluation of student performance.

- h. Describe how the educational needs of all of the students in the selected **alternative educational setting** will be able to be met via a master list (samples will be made available by the instructor).
- i. Identify and describe how technology will be integrated, given the resources and constraints of the particular **alternative educational setting** in which the unit will be implemented.

These units can be developed by a small group of students (maximum of 3 students) who are interested in the same subject areas and/or grade level.

A brief **presentation (10 points)** by the small group is required. Copies of the unit will be made available to the class for use in their own alternative education programs.

4. **Lesson Plan. (15 pts).** Based on directions identified in class, develop a lesson plan according to the directions presented in the text & lecture.
 - a. Use a different **secondary-level SOL** (from the one used in Minor Activity #2).
 - b. State the objective, and then rewrite it integrating career education.
 - c. Use the rubric distributed in class as “the guide” in developing your lesson plan. Be sure to include the following:
 - d. Opening. Be sure the plan contains an interesting & exciting “opening/introduction” for the students.
 - e. Identify **the amount of time** for each activity.
 - f. A definite **body** that consists of step-by-step directions to the students. This could be based on a task analysis (or procedures).
 - g. Include contingency plans (see text).
 - h. Assessment/evaluation plans for both the students and yourself.
 - i. An appropriate “closing” statement in which you summarize what you’ve covered or provide some type of closure to the lesson and activity(ies).
 - j. Have another class participant review & critique your plan before you submit it (time will be provided at the beginning of class), and get their signature at the end of your plan, verifying that all the components are included.
 - k. Be prepared to revise this activity, if necessary.

5. **Creative Scheduling Scenarios – 2 required (each 12.5 pts = 25 pts)**

Creative scheduling is a problem almost unique to **alternative education teachers**. They are often either the only teacher or one of two teachers at their location, but they must provide all of the academic instruction required by the students that they have. Faced with students at a variety of grade levels, this becomes a challenging problem. Therefore, each student will be required to solve two creative scheduling problems.

The first will focus on the “beginning of the school year” when the teacher learns that he/she will have 10 – 15 students in grades 9 – 12, or in grades 1 – 4, or in grades 5 – 8 ---all of whom have slightly different academic schedules. Students select one of the grade levels, above. The question is, “how will you be able to meet of the students academic scheduling needs”? The **alternative education teacher** is responsible for providing the instruction in all of these academic areas and/or coming up with a creative way in which that instruction will be provided.

The second scenario will focus on what the **alternative education teacher** has to do when additional students are assigned during the school year who also have differing academic requirements. How are these students’ scheduling needs met?

These will be real-life scenarios provided by staff from the **alternative education staff** in the public schools.

5. A Culminating Concept Paper on Alternative Education Curriculum and Teaching Strategies (15 pts)

Students will create a concept paper that reviews major concepts, insights, instructional strategies, adaptations, modifications that are needed to teach in **alternative educational settings**. The class will design a rubric for assessing the concept paper and use it to assess each other's paper. The instructor will provide feedback to the students.

Evaluation

Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments will be based on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of the class session indicated. Late assignments will not be accepted without prior arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Class participants and/or the course instructor will be involved in assessment of graded assignments. Prior to the date for any assignment, the class will participate in the development of an assessment rubric. This rubric will result from a discussion of applicable course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment.

When assignments are presented on the designated due date, class participants and/or the instructor will complete an assessment of the assignment using the rubric created in class. When class participants are involved in using the rubric as well as the instructor, class participants' ratings on the rubric will be averaged. Then the class participants' average will be averaged with the instructor's ratings on the rubric to compute a final point value for assignments. In this way, the development of the rubric will inform the final completion of the assignments as well as serve as the instrument for assessment and determination of points awarded.

Total Class Pts = 100

Grading Scale	
100 – 90	A
89 – 80	B
79 – 70	C
69 – 60	D

Texts:

Marzano, R.J., Pickering, D.J., Pollock, J.E. *Classroom Instruction that Works, Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

Related & Supplemental Texts:

EDAE 601 Curriculum & Methods for Alternative Education

Silver, H.F., Strong, R.W. & Perini, M.J. (2000). *So Each May Learn, Integrating Learning Styles & Multiple Intelligences*.

Arhar, J.M., Holly, M.L. & Kasten. (2001) *Action research for Teachers, Traveling the Yellow Brick Road*. Columbus, OH: Merrill Prentice Hall.

Bigge, J.L. & Stump, C.S. (1999) *Curriculum, Assessment, & Instruction for Students with Disabilities*. Wordsworth Publishing Co.

Brown, J.L. & Moffett, C.A. (1999) *The Hero's Journey, How Educators Can Transform Schools & Improve Learning*. Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

Campbell, L. & Campbell, B. (1999) *Multiple Intelligences and Student Achievement: Success Stories from Six Schools*. Alexandria, VA: ASCD.

Carnine, D.W., Silbert, J., Kameenui, E.J. (1997) (3rd Edition or later). *Direct Instruction Reading*. Columbus, OH: Merrill Prentice Hall.

Carr, J.F. & Harris, D.E. (2001). *Succeeding with Standards. Linking Curriculum, Assessment, & Action Planning*. Alexandria, VA: ASCD.

Eby, J.W. (1998) (2nd Ed or later). *Reflective Planning, Teaching, and Evaluation K-12*. Columbus, OH: Merrill Prentice Hall.

Froyen, L.A. & Iverson, A.M. (1999) (3Ed). *Schoolwide & Classroom Management, The Reflective Educator-Leader*. Columbus, OH: Merrill Prentice Hall.

Howell, K.W. & Nolet, V. (2000). *Curriculum-Based Evaluation, Teaching & Decision Making*. U.S.: Wadsworth, Thomas Learning.

Kessler, R. (2000). *The Soul of Education, Helping Students Find Connection, Compassion, and Character at School*. Alexandria, VA: ASCD.

Marzano, R.J. (2000). *Transforming Classroom Grading*. Alexandria VA: ASCD.

Schloss, P., Smith, M. & Schloss, C. (2000) (4th ed.) *Instructional Methods for Adolescents with Learning and Behavior Problems*. Boston, MA: Allyn and Bacon.

Tomlinson, C.A. (1999). *The Differentiated Classroom, Responding to the Needs of All Learners*. Alexandria, VA: ASCD.

Wolfe, Patricia. (2001). *Brain Matters, Translating Research into Classroom Practice*. Alexandria, VA: ASCD.

Course Schedule (subject to change) - Based on 4 hrs per session

<i>Date</i>	<i>Topic</i>	<i>Reading Assignment (to be completed by the session listed)</i>	<i>Assignments Due</i>
Session 1 9/20	Introductions & Course Overview Effective Instruction for At-risk Students in		

	Alternative Education Settings Current Trends in Teaching in Alt Ed Role of the Standards of Learning (SOLs)		
Session 2 9/27	Facilitating Learning for At-risk Youth At-risk Youth in Alternative Education Settings Writing Measurable Statements (as the basis for curriculum implementation and assessment) Developing Units & Lesson Plans Based on the SOLs		
Session 3 10/4	Small Group Meetings At-risk Youth in Alternative Education Setting		
Session 4 10/11	Small Group Meetings At-risk Students in Alternative Education Settings		
Session 5 10/18	Assessing of At-risk Students in Alternative Education Settings Identifying and Developing Assessment Tools (Rubrics) Role of Reflective Teaching Role of Functional Assessment		<i>Measurable Statements & Calendar for 9-week unit</i>
Session 6 10/25	Instructional Strategies & Standards of Learning for Math & Science for At-Risk Youth in Alternative Education Settings		<i>Lesson Plan for Your Unit</i>
Session 7 11/1	Instructional Strategies & Standards of Learning for Social Studies & Written Language for At-risk Youth in Alternative Education Settings		<i>Creative Scheduling Scenario #1</i>
Session 8 11/8	Instructional Strategies & Standards of Learning for Reading for At-risk Youth in Alternative Education Settings		
Session 9 11/15	Current Trends in Teaching At-risk Youth in Alternative Education Settings		<i>Creative Scheduling Scenario #2</i>
Session 10 11/22	Incorporating Technology in to thematic units and lesson plans for At-risk Students in Alternative Education Settings		
Session 11 12/29	Using Independent Study, Study Skills, & Creative Scheduling for At-risk Students in Alternative Education Settings		<i>Curriculum Unit</i>
Session 12 12/6	Motivating At-risk Students in Alternative Education Settings		<i>Culminating Paper</i>