

George Mason University
Graduate School of Education
Program: Special Education

EDSE 629 Section 659: Fall, 2010
Secondary Curriculum and Strategies for Students with
Disabilities who access the General Education Curriculum

Professor: Michael J. Romanelli, Ed.D.

Office Hours: by appointment or before or after class

Phone: mobile: 703-819-2200

E-mail: mromanel@gmu.edu

Course Days: Thursday, August 26 – December 16, 2010

Location: Arlington Campus, George Mason University

Course Time: 7:20 -10:00 pm

Course Description:

This course applies evidence-based research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Critical content includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum.

This course will incorporate the evidence-based practices (EBPs) relevant to Secondary Curriculum: learning strategies, Content Area planning, designing a secondary IEP . These EBPs are indicated with an asterisk (*) in this syllabus. 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 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.

Student Outcomes:

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

- Demonstrate knowledge of the federal and state laws that require and provide for instructional services for students with disabilities.

- Demonstrate the ability to develop lesson plans and a nine-week unit that includes instructional strategies and adaptations for students with disabilities at the secondary level.
- Identify and infuse into the curriculum differentiation strategies for successfully including students with disabilities at the secondary level in both regular (math, science, social studies, English, etc.) and special education classroom environments.
- Demonstrate the ability to assess, plan for, and address the content area literacy needs of students with disabilities who are accessing the general curriculum/
- Develop Individual Education Plans that successfully address the needs of secondary students with disabilities.
- Identify research efforts, organizations, services, networks, and the variety of state and local resources aimed at dropout prevention and improving the outcomes of secondary students with disabilities.

Relationship of Courses to Program Goals and Professional Organizations:

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Mental Retardation. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for secondary curriculum and strategies for teaching individuals with emotional disturbances, learning disabilities, and mild intellectual disabilities (MR).

The CEC Standards are listed on the following website:

http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

CEC standards that will be addressed in this class include some of the following:

Standard 4 - Instructional Strategies

Skills:

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.

- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Demands of learning environments.
- Basic classroom management theories and strategies for individuals with exceptional learning needs.
- Effective management of teaching and learning.
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Social skills needed for educational and other environments.
- Strategies for crisis prevention and intervention.
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- Strategies used by diverse populations to cope with a legacy of former and continuing racism.

Skills:

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.

- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
- Use universal precautions.

Standard 7 - Instructional Planning

Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.
- National, state or provincial, and local curricula standards.
- Technology for planning and managing the teaching and learning environment.
- Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service

NATURE OF COURSE DELIVERY:

Learning activities include the following:

1. Class lecture, discussion, and participation.
2. Videotapes and other relevant media presentations.
3. Study and independent library research.
4. Applications with relevant hardware and software.
5. Application activities, including in class evaluation of intervention research and materials.
6. Class presentations of papers.

Relevant readings will also be assigned

REQUIRED TEXT:

Lenz, B.K., Deshler, D. (2004). Teaching Content to All: Evidence-Based Practices in Middle and Secondary Schools. Boston: Pearson Education, Inc.

Conley, M.W. (2008). Content area literacy: Learners in context. Boston: Pearson Education, Inc.

COURSE REQUIREMENTS:

- All assignments are due on the dates indicated. Consult with me *in advance* if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points per day will be deducted from your grade for late papers unless I have agreed to an extension. THE MAXIMUM EXTENSION PERIOD IS ONE WEEK. Please retain a copy of your assignments in addition to the one you submit.
- All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will be required to document your work with the GMU Writing Center during this course to improve your skills.
- Course participants wishing to suggest other learning activities may, with my approval, substitute these for a required activity.
- The major portion of your learning in this course will be the result of your personal involvement in the content provided and in your willingness to incorporate in-class content and the readings into your repertoire of knowledge and skills. My role in your learning is to be a facilitator and to provide a favorable environment in which learning can take place; however, the major responsibility must necessarily remain with you.

Grading Scale:

95-100% = A

90-94% = A-

85-89% = B

80-84% = B-

75-79% = C

< 75% = F

EXPECTATIONS:

- **Attendance:** Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) complete all assignments, and (e) actively and appropriately participate in class to earn the **5-point class participation grade**. Attendance and professional participation at all sessions are very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Missing **more than one class** or **repeated** (tardiness/leaving early will result in reductions to this participation grade by 5 points per incident. Please notify me *in advance or as soon as possible* by phone or email if you will not be able to attend class.

- **Workload:** In-depth reading, study, and work on course requirements require substantial time outside of class. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly in addition to papers and assignments.
- **Writing:** Use APA guidelines for all course assignments. This website links to APA format guidelines: <http://www.apastyle.apa.org>
We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals” <http://www.apastyle.org/disabilities.html>. We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.
- **Email:** Please note that your GMU email will be used exclusively for this course and your Blackboard account will be changed to your GMU account: Please activate and forward your gmU email to your most-checked account! Go to <http://mail.gmu.edu>. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.
- **Be an Informed Student:** Negotiating all the requirements for your Master’s and/or VA Licensure is extremely complex. It is imperative that you schedule a phone or in-person appointment with the Special Education Advisor, (Jancy Templeton (jtemple1@gmu.edu), 703/993-2387). This will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.
- **Using Blackboard:** GMU’s Blackboard will be used to post important information and presentations for this course and for you to check grades and communicate with your classmates. It is also how your instructor will email you. You should check Blackboard at least once a week and right before class to make sure you are informed about class/GMU issues.
Your GMU email address will be entered in the Blackboard system.
The following is how you will access the Blackboard-GSE Login Page:
Enter the URL <http://courses.gmu.edu> into your browser location field.
Click on the Login button.
Enter your GMU email Username & Password
Click Login.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code. Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean's Office.
- Students must agree to abide by the university policy for Responsible Use of Computing: <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://ods.gmu.edu/> or call 703-993-2474 to access the ODS.

REPRESENTATIVE ASSIGNMENTS:

1. **Content Area Unit Plan = 30 points (This is the **Signature Assignment for this course to be placed on TaskStream* under Standard 7)****

This culminating activity (and signature assignment) for this course will demonstrate the student's understanding of the how to plan for, and instruct students with disabilities in a given content area using the Virginia SOLs over at least a 9 week period. An instructional unit plan (sample on Blackboard site) will integrate the following:

- Unit Map (*Teaching Content to All*)
- Unit Calendar
- Introduction to the Unit that identifies SOLs to be covered
- Unit Planning Routines (*Teaching Content to All*)
- Lesson Map (*Teaching Content to All*)

- Lesson Organizer Routines (*Teaching Content to All*)
- Model Lesson Plans that include *evidence-based teaching methods and strategies*
- Relevant Assessments
- Adaptations/Accommodations for Students with Disabilities (LD, ED, MR), and

specific learning strategies from course reading (as presented in *Teaching Content to All*). The following is the site for information about the Virginia Standards of Learning (<http://www.pen.k12.va.us/VDOE/Assessment/SWDsol.html>) and links to the home website.

***Note:** Every student enrolled in any EDSE course, regardless of program of study or whether the course is only for recertification purposes, is required to submit their Signature Assignment to TaskStream for evaluation. TaskStream is available at <http://gse.gmu.edu/programs/sped/taskstream/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). All students are required to submit the signature assignment (unit) on TaskStream.

2. Secondary IEP (30% of final grade)

Given a case study of a secondary student with disabilities who is accessing the general curriculum, your group will develop an appropriate IEP that includes a present level of educational performance, annual goals and benchmarks, appropriate testing accommodations, parent and student input, and transition planning.

3. Secondary Issues Project (30% of final grade)

This small group project will develop your understanding of the particular issues or barriers relevant to serving secondary students with disabilities. Your topic (drop-out prevention, substance abuse, need for self-advocacy, block scheduling, case management, etc.) will identify the issue, explore causes and effects, and identify potential solutions from the literature and evidence-based practices. Your 30-minute presentation will provide learners with a solid foundation of knowledge on your topic.

Summaries and Questions Activities:

1. At the end of each class, each student will be required to write down a big idea that they understood from the lecture and word it as a summary statement.
2. Each student will also identify and write down something that they do not yet fully understand from that evening's lecture or topic and word it as a summary statement.
3. Five students will be asked to share their statements with the class and their classmates will try to clarify the summary statements from item number 2.

ASSESSMENT OF COURSE REQUIREMENTS:

| Requirement | Points |
|---|--------|
| • Class Participation (attendance and in-class) | 5 |
| • Summary and Question Activity | 10 |
| • Secondary IEP | 25 |
| • Secondary Unit Plan* | 30* |
| • Secondary Issues Project | 30 |
| <u>Total</u> | 100 |

*TASKSTREAM SUBMISSION: Electronic Portfolios

This assignment is the “signature” assignment for the student portfolio and must be submitted digitally to Taskstream, your electronic portfolio. ***You should enter it as the signature assignment for CEC standard 7.*** If you’ve never submitted to TaskStream before, you will need to self-enroll into TaskStream. You can access the Special Education website for information on TaskStream and other GMU-specific information: <http://gse.gmu.edu/programs/sped/taskstream/>. Every class you take in this program will have a signature assignment that must be submitted. In addition, you will be submitting other documents from your courses to complete your portfolio electronically. Always save electronic copies of your work!!

*Note: Every student registered for any EDSE course is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an “F” nine weeks into the following semester.

COMMON COURTESY ISSUES:

Please no

- **Mobile phone noises (turn on vibrate or turn off)**
- **Texting**
- **Laptop use for other than sanctioned class purposes**

Major Learning Activity I: Unit/Lesson Plans Rubric

| Section | Component | Fully Identified & Clearly Described | Minimally Identified or Described | Unsatisfactory, Inappropriate or Missing |
|----------------|--|---|--|---|
| 1 | Descriptions of class situation and learners are provided (1) | | | |
| 2 | Grade level and content of lessons is indicated (11 th grade English, Algebra I, etc) (1) | | | |
| 3 | Standards addressed in lessons are clearly identified & related to the academic content. (1) | | | |
| 4 | A 10-section Unit Planning Routine Graphic Organizer is completed for the Unit (sample on pp. 181-182 of Teaching Content to All) (10) | | | |
| 7 | A Lesson Organizer Routine is completed for EACH of the 5 block-scheduled lessons (pp. 204-211 of Teaching Content to All) (10) | | | |
| 8 | A description of a variety of accommodations and/or modifications are described showing how diverse learners will receive access to the curriculum (Appendix B of Teaching Content to All) (2) | | | |

| | | | | |
|----|--|--|--|--|
| 9 | Formal and informal assessments for the unit are described : there must be at least two formal and two informal assessments for your unit (2) | | | |
| 10 | List and briefly describe at least 3 metacognitive strategies you will use to help your students “anchor” instruction (Appendix C of Teaching Content to All) (3) | | | |

Major Activity II: Secondary IEP Rubric

| | 5 Exemplary | 4 Good | 3 Acceptable | 2 Inadequate | 1 Unacceptable |
|--|------------------------|-------------------|-------------------------|-------------------------|---------------------------|
| Present Level of Performance: PLEP includes complete profile of academic performance including areas of strength and need documented by current assessment information. This includes future planning | | | | | |
| Goals: Based on PLEP, Appropriate, Measurable, attainable, reflect student’s needs and preferences | | | | | |
| Benchmarks: At least 3 for every goal See above criteria | | | | | |
| Special Factors: Reviewed; especially assistive technology. | | | | | |
| Transition Planning: Course of Study addressed along with diploma options; future preferences addressed through activities and linkages if appropriate. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Writing: Jargon-free, reflects parent and more importantly, student input. Respectful and future-oriented | | | | | |
|--|--|--|--|--|--|

Major Activity III: Issue Presentation Scoring Rubric

| Topic of Presentation: | 5 Outstanding | 4 Good | 3 Minimal | 2 Unsatisfactory, Inappropriate or Missing |
|---|-------------------------|------------------|---------------------|--|
| Topic is relevant to secondary learners with disabilities. Overview provides context and sets stage for presentation. | | | | |
| Students anticipate questions and demonstrate deep understanding of issue with explanations and elaboration based on research. | | | | |
| Students present information in engaging and logical sequence which audience can easily follow. PowerPoint is easy to read. Slides are referred to, but not read word for word. A handout is provided | | | | |
| Audience is provided with organizations, websites, resources, etc. to connect them to sources of information on the topic | | | | |

| | | | | |
|---|--|--|--|--|
| | | | | |
| Significant evidence of shared responsibility, shared commitment, and shared level of effort is apparent. | | | | |

Proposed Class Schedule: *This syllabus is subject to change to meet class needs*

| Session Date | Topic | <i>Reading to do after this session</i> | <i>Assignments Due this Class Session</i> |
|-----------------|--|---|---|
| 1 8/26 | Course Introduction Enduring Understandings Evidenced-Based Academic Interventions | Chapters 1 & 2 Chapters 1 and 2 (Conley) | |
| 2 9/2 | Overview of secondary environments Analyzing Courses | Chapter 6 | |
| 3 9/9 | Unit planning* | Chapter 7 | |
| 4 9/16 | Lesson Planning* | Chapter 8 | |
| 5 9/23 | Study skills and organization* | Chapters 9 & 10 | |
| 6 9/30 | Writing IEPs at the secondary level* | | Unit Plan Due |
| 7 10/7 | Skillful Teacher Strategies | Chapters 4 and 5 | |
| 8 10/14 | Skillful Teacher Strategies/Literacy: Reading* | Chapter 5 and 10 (Conley) | |

| | | | |
|---------------------------|---|--------------------------------|-------------------------------|
| 9 10/21 | Group Work | | |
| 10 10/28 | Group Work | | |
| 11 11/4 | Literacy: Reading* | Chapter 8 and 9 and(Conley) | IEP Due |
| 12 11/11 | Literacy: Writing* | Chapter 11 (Conley) | |
| 13 11/18 | Math* | | |
| 14, 15, 16 12/2, 9, 16 | Learning from each other: Issues affecting secondary learners | | Issue Project Presentation |
| | | | |