

**George Mason University
Graduate School of Education
Special Education**

EDSE 629, 650 (Loudoun #6)

**Secondary Curriculum and Strategies for Students with Disabilities Who Access the General
Education Curriculum**

Spring 1, 2010

Tuesday: January 5 – March 2, 2010 (4:30 – 9 p.m.)

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COURSE DESCRIPTION

Applies research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum.

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 mental retardation.

This course will incorporate the evidence-based practices (EBPs) relevant to secondary curriculum, learning strategies, and content area planning, and designing a secondary IEP. 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.

The CEC Standards are listed on the following web site:

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, role-plays, 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 strategy and application papers.

REQUIRED TEXTS

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

Lenz, B.K., Deshler, D. (2010). *Teaching content to all: Evidence-based practices in middle and secondary schools*. Boston: Pearson Education, Inc.

SUGGESTED SUPPLEMENTAL TEXTS:

American Psychological Association. (2010). *Publication manual*. Washington DC: Author

Relevant readings may also be assigned.

COURSE REQUIREMENTS:

- The “signature” assignment for this course must be uploaded for evaluation on TaskStream. This is a requirement for any person enrolled in the course. Failure to submit to TaskStream may result in the final course grade not being released and/or a grade of “incomplete”. Students working toward licensure or a Master’s in special education will be required to develop an electronic portfolio on TaskStream and are advised to retain electronic copies of *all work* completed in the program which may also be submitted to TaskStream.
 - To obtain a TaskStream account, students should use the following address and follow the three phase directions provided at:
<http://gse.gmu.edu/programs/sped/taskstream/>
 - It is recommended that students retain electronic copies of all course products to document their progress through the GSE Special Education program. Products from this class may become part of the student’s individual professional portfolio used in the portfolio courses that document satisfactory progress through the GSE program and the CEC performance based standards.
- All assignments are due on the dates indicated. In fairness to students who make the effort to submit papers on time, points per day will be deducted from your grade for late papers unless an extension (ONE WEEK maximum) has been previously approved. Copies of all assignments must be retained in addition to the signature assignment for this course.
- All assignments should reflect graduate-level spelling, syntax, and grammar. If students are experiencing difficulties with the writing process, they are required to document their work with the GMU Writing Center during this course to improve writing skills.
- Course participants wishing to suggest other learning activities may, with approval, substitute these for a required activity.
- The major portion of student learning in this course will be the result of the student’s personal involvement in the content provided and in their willingness to incorporate in-class content and the readings into their repertoire of knowledge and skills. The professor’s role in student 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 each individual student.

Grading Scale (points):

95-100 =	A
90-94 =	A-
87-89 =	B+
80-86 =	B
70-79 =	C
< 70 =	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 and (d) complete all assignments. Attendance at all sessions, timeliness, and professionally relevant, active participation are expected for a grade of B or better. Attendance at all sessions is 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.
- **Workload.** In-depth reading, study, and work on course requirements require outside class time. 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.** APA guidelines are required for all course assignments. This website links to APA format guidelines. <http://www.apastyle.apa.org>
Person-first language will be used in class discussions and written assignments (and ideally in professional practice). Students are directed to “Guidelines for Non-Handicapping Language in APA Journals”
<http://www.apastyle.org/disabilities.html>.
Students should strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in oral and written communication in accordance with terminology choices in the disability community.
- **Email.** For this course each student’s GMU email will be used exclusively. Students are required to activate, clean-out, and forward GMU email to their most-checked account. To activate a student’s GMU email account, they should 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 Informed.** Negotiating all the requirements for the Master’s and/or VA Licensure is extremely complex. It is imperative that students schedule a phone or in-person appointment with the Special Education Advisor, (Jancy Templeton (jtemple1@gmu.edu), 703/993-2387). This will ensure that any outstanding issues are resolved, timely completion of all necessary paperwork in order to graduate on time.
- **Using Blackboard.** Cohort information may be obtained via Blackboard (see below). Students logon with “cohort” as both the user name and password. This accesses a number of materials including the Frequently Asked Questions Guide. Required texts, next course location and start dates for each cohort will be available.

GMU’s Blackboard will be used to post important information and presentations for this course. Students should check Blackboard at least once a week and right before class to make sure they are informed about class/GMU issues. Students’ GMU email addresses will be entered in the Blackboard system.

The following is how to access the Blackboard-GSE Login Page:

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://gmucommunity.blackboard.com> into your browser location field.
Click on the Login button.
Enter cohort/cohort for cohort info, or your Username & Password assigned to you to login to our course.
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. See <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** from the Office of DS, at the beginning of the semester. See <http://ods.gmu.edu/> or call 703-993-2474 to access the ODS.

ASSIGNMENTS

- I. **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.

II. Secondary IEP (individual) 20 points

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

III. Secondary Issues Paper & Presentation (individual or small group) 15 points

This project will develop understanding of the particular issues or barriers germane to serving secondary students with disabilities. A specific topic (dropping out, substance abuse, need for self-advocacy, block scheduling, case management, etc.) will identify the following:

- a. **Issue,**
- b. **Causes and effects**
- c. Potential **solutions** from the **literature.**

Students should prepare to verbally summarize this information for the whole class. (approximately 4 pages, APA style)

IV. Class Participation - 10 points

Attendance at all classes is required, as is active participation in all assignments, group activities, and class discussions. Active participation includes the asking of questions and the presentation of one's own reflections regarding the readings and lectures, as well as interactive discussion. Listening and respectful considerations of the comments of others is a professional expectation. Students are to complete the required readings and assignments prior to the relevant class meetings. During each class meeting there will be opportunities to earn required points(s) for successful completion of graded in-class activities that cannot be "made-up" and may affect the student's final grade if missed.

V. Quizzes and/or Blackboard Assignments (individual) = 15 points

These quizzes and/or Blackboard discussion assignments will be announced in advance and serve as a measure of what the student currently knows and what the student is learning and, has learned, as a result of this course. If a class session is missed, the quiz will not be able to be “made up”, but the lowest (or missed) quiz grade will be dropped.

VI. Research-Based Secondary Practices “Notebook”= 10 points

Relevant secondary research-based practices (RBPs) will be identified and briefly described. In addition, outcomes of the effectiveness of those successfully implemented by the student will also be described. Many of these strategies will be from the Conley text, as well as class discussions.

Summary of Course Requirements:

	Requirement	Individual Project	Small Group Project	Total Points
I	Content Area Unit Plan		X	30
II	IEP	X		20
II	Secondary Issues Paper & Presentation		X	15
IV	Class Participation	X		10
V	Quizzes and/or Blackboard Assignments	X		15
VI	Research-Based Practices “Notebook”	X		10

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	SOLs 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 <i>Teaching Content to All</i>) (10)			
7	A Lesson Organizer Routine is completed for EACH of the 5 block-scheduled lessons (pp. 204-211 of <i>Teaching Content to All</i>) (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 <i>Teaching Content to All</i>) (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 <i>Teaching Content to All</i>) (3)			

Major Activity II: Secondary IEP Rubric

	5 Exemplary	4 Good	3 Acceptable	2 Inadequate	1 Unacceptable
<p>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 (5)</p>					
<p>Goals: Based on PLEP, Appropriate, Measurable, attainable, reflect student’s needs and preferences (5)</p>					
<p>Benchmarks: At least 3 for every goal See above criteria (4)</p>					
<p>Special Factors: Reviewed; especially assistive technology.(2)</p>					
<p>Transition Planning: Course of Study addressed along with diploma options; future preferences addressed through activities and linkages if appropriate. (2)</p>					
<p>Writing: Jargon-free, reflects parent and more importantly, student input. Respectful and future-oriented VA State IEP form is used. (2)</p>					

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. Presenters introduce themselves & the topic to be covered. (1)				
Students anticipate questions and demonstrate deep understanding of issue with explanations and elaboration based on research . Sources researched should be cited throughout the presentation, to lend credibility to information presented. (10)				
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. <u>A handout is provided</u> (5)				
Audience is provided with organizations, websites, resources, etc. to connect them to sources of information on the topic (2)				
Significant evidence of shared responsibility, shared commitment, and shared level of effort is apparent. (2)				

Tentative **Session Agenda** EDE 629, 650 Loudoun 6

(Submit 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 Jan 5	Course Introduction Enduring Understandings Overview of secondary environments and diverse secondary learner characteristics	Chapters 1-3 Lenz/Deshler	Student Information Sheet
2 Jan 12	The secondary environment: Building a learning community Planning for the future	Chapters 5- 6 Lenz/Deshler	
3 Jan 19	Developing the IEP Analyzing Courses Unit planning Lesson Planning	Chapters 4, 7, 8 Lenz/Deshler	Identify & submit SOLs
4 Jan 26	Teaching Content: strategies for concepts	Chapters 9-10 Lenz/Deshler	Secondary IEP & Unit map & introduction due
5 Feb 2	Study skills and organization	Chapters 6 -7 Conley	Lesson Map & Lesson Plan (one of 5)
6 Feb 9	Literacy: Reading	Chapter 8 Conley	
7 Feb 16	Literacy: Reading	Chapters 9-10 Conley	Unit Plan due
8 Feb 23	Literacy : Writing Math literacy	Chapter 11 Conley	Issue Project Presentation (may begin)
9 March 2	Learning from each other: Issues affecting secondary learners		Issue Project Presentations, continued RBP notebook due

Student Information Sheet EDSE 629, Section 650 - Loudoun #6

_____, _____
Last Name First Name

GMU Email (please print this it can be easily read): _____

This email will inform you of announcements, class cancellations, and other relevant issues. Please check it regularly and have it forwarded to your most used address.

Additional Email address: _____

What is a **positive** one-word descriptor of yourself? _____

Your **favorite** thing to do? _____

Today's Date: _____

1. Home phone: _____

2. Place of work (Name of School) _____

3. : Work phone: _____

Cell: _____

4. Type of teacher:

5. Grade Level & Nature of Students (LD, ED, preschool, etc.):

6. Number of years teaching:

7. Have you developed an instructional unit to be delivered over a period of time (3 – 9 weeks)?

8. If yes, what was the grade level and topic?

9. How are you challenged intellectually in terms of a graduate level course? A question often asked on course evaluations.

10. Why type of university professor do you prefer and what does that person need to do to meet your learning needs? Please be specific.

11. What else would you like me to know about you?