

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

EDSE 629, 662 (Fairfax #20)

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

Spring 2, 2011

Wednesdays, March 16 – May 18, 2011 (4:30 – 9 p.m.)

Dr. Jane A. Razeghi
Associate Professor
Kellar Annex II, Suite 100
Phone: 703-993-2055 work (please use cell)
Cell: 703-624-4271 (use this #)
Home: 703-266-3327 (**emergency** only)
Location: Stonebridge H.S.

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. (As evidenced via a quiz or application).
- 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. (As evidenced in the curriculum unit, signature assignment.)
- 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. (As evidenced in the curriculum unit, signature assignment.)
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- Demonstrate the ability to assess, plan for, and address the content area literacy needs of students with disabilities who are accessing the general curriculum. (As evidenced in the curriculum unit, signature assignment.)
-
- Develop Individual Education Plans that successfully address the needs of secondary students with disabilities. (As evidenced in the IEP assignment.)

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. Quiz.

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
- *Identify & prioritize areas of general curriculum & accommodations for individuals with exceptional learning needs.*
- *Develop & implement comprehensive, longitudinal individualized programs in collaboration with team members.*
- *Involve the individual and family in setting instructional goals & monitoring progress.*
- *Use functional assessments to develop intervention plans.*
- *Use task analysis.*
- *Sequence, implement, and evaluate individualized learning objectives.*
- *Integrate affective, social, and life skills with academic curricula.*
- *Develop & select instructional content, resources, & strategies that respond to cultural, linguistic, & gender differences.*
- *Incorporate & implement instructional & assistive technology into the education program.*
- *Prepare lesson plans.*
- *Prepare & organize materials to implement daily lesson plans.*
- *Use instructional time effectively*
- *Make responsive adjustments to instruction based on continual observations.*
- *Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes & actions.*

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 AND READINGS:

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

Relevant readings may also be assigned from the following links:

Common Core State Standards for English Language arts & Literacy in History/Social Studies, Science & Technical Subjects at http://www.corestandards.org/assets/CCSSI_ELA_Standards.pdf

Materials at www.ideapartnerships.org

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. Continuously beginning consecutive sentences with the same words or phrases is not acceptable. Assignments should be checked for spelling and grammar. If students are experiencing difficulties in these areas

or with the writing process, they are required to document their work with the GMU Writing Center during this course to improve writing skills. The Mason Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing {See <http://writingcenter.gmu.edu/>}.

- Course participants possessing relevant experience with approval of the professor, may suggest other learning activities to substitute these for a required activities.
- The major portion of student learning in this course will be the result of the student’s **personal involvement** in the content provided and the 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.

Graduate Level Grading Scale (points):

95-100 =	A
90-94 =	A-
87-89 =	B+
80-86 =	B
70-79 =	C
< 70 =	F

STUDENT 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.
- **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, directions for TaskStream, 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. Grades for assignments will not be posted on the Blackboard site.

The following is how to access the Blackboard-GSE Login Page to locate this course and for information about the student’s cohort.

Students will go to <http://mymason.gmu.edu> and use "cohort" as a user id and password. Once logged in, they need to click on "Organizations" tab on the top right side to see the Cohort blackboard site.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

- Students must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode/> for the full honor code.
- Students with disabilities who seek accommodations in a course must be registered with the Mason Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. [See <http://ods.gmu.edu>].
- Counseling and Psychological Services (CAPS) offers a wide range of services to students that are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, workshops, and outreach programs – experiences to enhance a student’s personal and academic performance. [See <http://caps.gmu.edu>].
- All students must follow the university policy for Responsible Use of Computing. [See <http://universitypolicy.gmu.edu/1301gen.html>].
- All communication from the university, college, school, and program will be sent to students through their Mason e-mail account only. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate their account and check it regularly.
- University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor.

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions

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 (follow example in course text, *Teaching Content to All*)
- Unit Calendar
- Introduction to the Unit that identifies SOLs to be covered
- Unit Planning Routines (follow examples in course text, *Teaching Content to All*)
- Lesson Map (follow examples in course text, *Teaching Content to All*)
- Lesson Organizer Routines (follow examples in course text, *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, ID), 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:

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

Students should prepare to verbally summarize this information for the whole class. (approximately 4 pages, APA style, 6th edition)

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 (often required at the end of each session) 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

Quizzes and/or Blackboard discussion assignments will be announced in advance and serve as a measure of what the student currently knows, 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. Evidence-Based Secondary Practices (EVPs) “Notebook”= 10 points

Relevant secondary evidence-based practices (RBPs) will be identified and briefly described. Many of these strategies will be from the Conley text, as well as class discussions. Using the Conley and Lenz texts as the basis, a “notebook” should be developed that identifies and briefly describes evidence-based strategies from the weekly assigned chapters and other valid sources. The format for reporting these will be found on the Blackboard site for this course. Strategies that the student has actually used in teaching should also be identified.

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	Evidence-Based Practices “Notebook”	X		10

Electronic Devices

Students are expected to be fully present during class sessions. It is impossible to participate fully in this class while texting, Facebooking, tweeting, and/or working on documents, etc.

- Therefore, the use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers) is prohibited during class. Please turn these devices off before the start of class.
- Texting and other non-class use of cell phones or similar devices are also prohibited during class sessions. Set cell to vibrate, but go into the hall to answer the phone out of hearing range of class.

Computers: If students access a computer during class sessions, such access must be directed by the professor, confined solely and completely to content related to the class. Refer to GSE Statements of Expectations, particularly Professional Behavior and Dispositions, in this syllabus.

Rubric for the Introduction to Curriculum Unit Rubric

The curriculum unit is a culminating activity that requires you to develop a *9-week unit* based on the SOLs for a specific grade and subject at the secondary level.

Description of Secondary Unit Assignment:

The curriculum unit should cover a 9-week period that uses the appropriate *SECONDARY* grade level Standards of Learning (SOLs) to teach a content area (**math, science, English, social studies or other secondary academic area** of your choice) at an identified secondary level., but not for a self-contained special education class. Make this something that could be used by a secondary special or regular teacher. This unit is to include a unit map, calendar, a variety of activities, teaching strategies, adaptations, and assessment tools to match the needs of the learners, the topic being taught, and the resources available. In your lesson plans, you should have the students engaged in hands-on activities.

Introduction to the Unit - Length: 1 ½ page
(copy & submit a copy of this with your work)

The introduction to the unit should include the following:

	Criteria	4 Meets Expectations	2 Unsatisfactory Needs to be revised
1	Grade Level (middle or high school) & a list of Secondary SOLs identified & clearly stated that are relevant to the grade & subject area that will be covered in this unit	-Grade level is identified -The list of SOLs to be addressed in this unit are clearly identified & -There is discussion about how the SOLs are relevant to the grade & subject area covered in this unit.	-No grade level is identified -Few or no SOLs are identified.
2	Content of subject that is addressed (English, math, science, etc.) at secondary level Nature of the class is described (co-taught; self-contained, etc.)	- Subject area at the secondary level is clearly identified & -The extent to which the subject area will be covered is discussed.	Subject area at the secondary level is not clear or missing.
3	Overview of what evidence-based teaching methods and/or strategies will be used in the lesson plans for this unit.	A variety of evidence-based teaching methods and strategies (5 or more) are identified and there is a discussion about how they will be used in the lessons throughout this unit.	Few (2 or less) evidence-based teaching methods & strategies are identified -There is limited or no discussion about how they will be used in the lessons plan throughout the unit.
4	Includes discussion of how to engage students in this unit (how to interest them)	-An interesting, engaging “introduction” of the unit to the students is planned -Specific details are included about how students’ interest will be achieved	-Plans to engage students’ interest are weak or missing

Unit Map Checklist & Calendar Rubric for the Secondary Curriculum Unit
(copy & submit a copy of this with your work)

The calendar for the secondary curriculum unit can be visually presented in a number of ways. It should cover a 9-week time period. Examples will be provided in class for review. Even though different members of the group may be responsible for different sections of the calendar, it should be *compiled using one format* (whatever it is that the group decides). In other words, it will not be presented using several different formats, fonts, spacing, etc.

Criteria	Meets Expectations	Unsatisfactory
Course Map (based on text <i>Teaching Content to All</i>) is included)	-Includes all the requirements identified in the text & examples	-Is minimum and or lacks some of the textual requirements -Is missing
Calendar is <i>uniformly formatted</i> and seamless.	- Calendar is <i>uniformly formatted</i> and seamless - Identified the relevant SOLs to be covered weekly and/or daily - Includes 9 weeks of instruction -Identifies each person's model lesson plan (only one per person) on the day it occurs on the calendar	-Calendar is not uniformly formatted -Lacks details

Comments:

Lesson Map & “Model” Lesson Plan Checklist & Rubric

(Use this order & headings for each item in the lesson plan.)

Name:

Peer Reviewer's Name:

Item (NI = needs improvement or revision)	No	NI	Yes
1. Is there a Lesson Map developed according to the text (<i>Teaching Content to All</i>)?			
2. Are grade level & secondary curriculum area/subject identified?			
3. Are SOL(s) that will be covered in this lesson - identified and stated?			
4. Is there a general education objective written in one sentence that is also measurable (student, conditions, behavior, criterion)?			
6. Are materials listed?			
7. Is there an opening statement or activity that is interesting & attention-getting ? What will be the first things said to students to introduce the lesson & unit? What will be done to engage students in this lesson? How is this related to the BIG Idea ? Will the unit & lesson maps be mentioned?			
8. Lesson Body. Are there specific (1, 2, 3) steps in " direct & initial instruction " (think task analysis)? Are these steps (1, 2, 3) clearly evident and can you tell the difference between "activity (ies)" and the direct instruction?			
9. Lesson Body. Do the topics identified in the lesson map (above) appear in sequential order & are identified in this lesson body?			
10. What are the 3 research based strategies (referenced from course texts in the lesson body)? List them: 1. 2. 3.			
11. Are these three (3) research based strategies included in an APA (6 th edition) reference list at end of the lesson plan?			
12. Is guided (described in text) or extended practice planned for?			
13. Is there differentiated instruction ?			
14. Is there a time estimate for each step/section of the lesson body?			
15. What student assessments are identified? How will you know the student "got it"?			
16. Are instructional decisions , based on the results (scores, grades, ratings) of the above assessments discussed?			
17. Is there a list of adaptations and/or modifications that will be used for EACH disability such as ED, LD, ID? Is the list for each of the disabilities different ?			
18. Is there a good closing for the lesson? What will actually be said or done to close this lesson?			
19. Is there a discussion regarding teacher evaluation ? How do you know you got the lesson across? That your lesson was interesting?			
20. Are follow-up activities that are planned (be specific, not general) -to review (described in text) -to extend learning (described in text) -to provide independent practice			

Unit Rubric

Section	Component	Fully Identified & Clearly Described	Minimally Identified or Described	Unsatisfactory, Inappropriate or Missing
	A Unit Map - 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)			
	A 9-week unit calendar is included which identifies SOLs, big ideas, & the day of each person's lesson plan.			
	Each “model” lesson plan includes: grade level and content of lessons, and type of class, as well as the number & type of students with disabilities (11 th grade English, Algebra I, self contained, co-taught, etc) (1)			
	SOLs addressed in lessons are clearly identified & related to the academic content. (1)			
	A Lesson Map is completed for EACH of the 5 block-scheduled lessons (pp. 204-211 of <i>Teaching Content to All</i>) (10) Lesson bodies reflect the topics identified in the matching lesson map			
	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)			
	Each lesson plan must include at least 3 research based strategies in the lesson body that will be used to help students “anchor” instruction (Appendix C of <i>Teaching Content to All</i>) (3)			
	There must be at least two formal and two informal assessments described for each unit. In addition, the instructional decisions are discussed regarding what will be done based on assessment results . (2)			

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>Annual 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 or other approved form is used. (2)</p>					

Issue Presentation Rubric

(copy & submit a copy of this with your work)

Topic of Presentation:	5 Outstanding	4 Good	3 Minimal	2 Unsatisfactory, Inappropriate or Missing
<p>Topic is relevant to secondary learners with disabilities. Overview provides context and sets stage for presentation.</p> <p>Presenters introduce themselves & the topic to be covered. Should “stand” while presenting (1)</p>				
<p>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)</p>				
<p>Students present information in engaging (role play, game, etc.) and logical sequence which the audience can easily follow. PowerPoint is easy to read. Slides are referred to, but <u>not read word for word</u>.</p> <p><u>A handout is provided</u> (5)</p>				
<p>Audience is provided with organizations, websites, resources, etc. to connect them to sources of information on the topic (2)</p>				
<p>Presenters demonstrate significant evidence of shared responsibility, shared commitment, and shared level of effort is apparent, as well as time speaking in front of the audience. (2)</p>				

Tentative **Session Agenda** EDE 629, 662 Fairfax #20 (May change to meet class needs)

Session Date	Topic	Reading to do after this session	Assignments due this Class Session
1 March 16	Course Introduction Enduring Understandings Overview of secondary environments and diverse secondary learner characteristics How to infuse career education into SOL objectives	Chapters 1-3 Lenz/Deshler	Student Information Sheet Sign up for small groups: 1. curriculum unit & 2. issues assignment
2 March 23	The secondary environment: Building a learning community Planning for the future	Chapters 5- 6 Lenz/Deshler	Bring relevant SOLs for the secondary content area you may cover in your curriculum unit
3 March 30	Developing the IEP Analyzing Courses Unit planning Lesson Planning	Chapters 4, 7, 8 Lenz/Deshler	Identify & submit SOLs upon which unit & lesson plans will be based
4 April 6	Teaching Content: strategies for concepts	Chapters 9-10 Lenz/Deshler	Unit map & intro for unit are due. Secondary IEP
5 April 13	Study skills and organization	Chapters 6 -7 & 8 Conley	Lesson Map (1 per unit group) & one lesson plan per person due
April 20	Spring Break – No Class		
6 April 27	Small Group Meetings	Chapters 9-10 Conley	
7 May 4	Literacy: Reading	Chapter 11 Conley	Content Unit Plan (signature assignment) due
8 May 11	Literacy : Writing Math literacy	Finalize issues presentation	Issue Project Presentation (may begin) RBP notebook due
9 May 18	Learning from each other: Issues affecting secondary learners		Issue Project Presentations, continued

Student Information Sheet EDSE 629, Section 662 – Fairfax #20

_____, _____
Last Name First Name

GMU Email (please print this it can be easily read): _____@gmu.edu

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?