George Mason University
Graduate School of Education
Program: Special Education
Summer 2011

EDSE 629: Secondary Curriculum and Strategies for Students with Disabilities who access the General Education Curriculum

Summer 2011, Loudon County Cohort, Section 667
Course day/time: Thursdays, 4:30 -9:00
Course location: Stone Bridge High School, Rm 407*
*On June 16th only, we will be meeting at the Admin Building/Room 105 (21000 Education Court, Ashburn, VA 20148)

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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.

Course Objectives:

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.

EVIDENCE BASED PRACTICES

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.

Relationship of Course 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 (CEC). 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

The 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:
- Class lectures, handouts, discussions, activities and participation
- Relevant media presentations
- Application activities

REQUIRED RESOURCES

Textbooks
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.

Blackboard
Check Blackboard weekly for additional course materials at http://courses.gmu.edu

TaskStream
Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. 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.

STUDENT RESOURCES AND RESPONSIBILITIES

George Mason University Email: https://mserver3.gmu.edu/ From this link, follow the directions for activating an email account. GMU makes such accounts available at no cost to students. Every student is required to establish a GMU email account to access Blackboard and other important university correspondence that will be sent to GMU email accounts only. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account. Students are responsible for any information shared electronically and should check e-mail regularly.

George Mason Blackboard: http://courses.gmu.edu From this link, you will find a variety of materials related to this course. The site will be updated as the course progresses. **Students are responsible** for any information shared via Blackboard and should check the site regularly

George Mason Patriot Web: https://patriotweb.gmu.edu. This is a self-service website for students, faculty, and staff of George Mason University. A wealth of useful links, information, and online forms are available on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

Cohort Information: Please visit Blackboard at http://gmucommunity.blackboard.com   and begin by clicking "login" and using the User Name "cohort" followed by the Password "cohort" to access a variety of materials including the Frequently Asked Questions Guide, Enrollment forms, Textbook information, and TaskStream support.

Advising Contact Information: Please make sure that you are being advised on a regular basis as to your status and progress through the special education program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. When contacting her, be prepared to provide your G number.

APA Style: The standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed unless otherwise noted.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University 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/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

IMPORTANT NOTES

- For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, demonstrate professional behavior in the classroom (see Professional Disposition Criteria), and complete all assignments with professional quality and in a timely manner.
- When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member prior to the class meeting that follows the absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be reclaimed.
- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off before the start of class.
- Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.
- Exemplary work may be kept and shared in the future (with your consent, of course!)
- Routine access (daily) to electronic mail and Blackboard for communication and assignments is crucial to effective participation in this class.
- 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.

COURSE REQUIREMENTS AND ASSIGNMENTS

  1. *Participation, Attendance, and Class Activities*

Class attendance and participation is demonstrated by attending class and being psychologically available to learn, completing and handing in weekly class assignments, and participating in class discussions/activities throughout the semester.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), being unprepared with materials, and/or absences. Points are positively impacted by thoughtful contributions made in class, listening to the ideas of other peers, respectively, and demonstrating an enthusiasm for learning.

Each week, there may be a weekly quiz or a group activity that will count towards this grade. If you are not in attendance, and thus not able to participate and contribute to class when these activities occur, assigned points will not be earned and may not be able to be made up at another time.

Point values can range from 1 to 10 points per activity.

  2. *Secondary Issues Project*

In pairs, you will select a topic relevant to serving secondary students with disabilities (dropout prevention, substance abuse, the need for self-advocacy, block scheduling, case management, etc.) You

will lead a class session on the issue; you aren't expected to become "experts" on the issue – you are expect to lead the class in thinking about the issue. You are to select and assign one reading to classmates prior to your session. Your session should include some combination of lecture, activity, and/or discussion. Sessions should last at least 30 minutes and no more than 60 minutes. Sign-ups for topics and dates will occur during the second class.

Topic of Presentation:	5 Outstanding	4 Good	3 Minimal	2 Unsatisfactory, Inappropriate or Missing
Topic is relevant to secondary learners with disabilities.				
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. If PowerPoint is used, it is easy to read. Slides are referred to, but not read word for word.				
Activity or discussion is well-planned, engaging, and thought-provoking.				
Assigned reading is appropriate.				
Students demonstrate elements of effective instruction as appropriate.				
Audience is provided with organizations, websites, resources, etc. to connect them to sources of information on the topic (a handout of resources are provided.)				
Significant evidence of shared responsibility, shared commitment, and shared level of effort is apparent.				

Total Points: /40

   3. *Secondary IEP*

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

	Exemplary	Good	Acceptable	Inadequate	Unacceptable
Present Level of Performance: PLOP includes complete profile of academic performance including areas of strength and need documented by current assessment information (5)					
Goals: Based on PLOP, appropriate, measurable, attainable, reflect student's needs and preferences; at least one based on postsecondary plans; at least 3 (10)					
Benchmarks: At least 3 for every goal See above criteria (5)					
Testing Accommodations: Appropriate testing accommodations indicated (2)					
Transition Planning: Course of Study addressed along with diploma options; future preferences addressed through activities and linkages if appropriate (15)					
Writing: Jargon-free, reflects parent and more importantly, student input. Respectful and future-oriented (3)					

Total Points: /40

   4.   *Content Area Unit Plan*

You will demonstrate your understanding of how to plan for and instruct students with disabilities in a given content area in the culminating activity (and signature assignment for this course.) 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.) This should be for a co-taught course (e.g., not a self-contained special education class.)

Your instructional unit plan (sample on Blackboard) will integrate a brief introduction describing the class situation, learners, content standards (SOLs), etc.; a unit planning routine organizer; 5 lesson organizer routines; a lesson plan from each group member; descriptions of assessments; description of instructional strategies; and description of accommodations and/or modifications showing how diverse learners will access the curriculum.

This project may be done in groups no more than 4 people. One hard copy will be submitted by each group; individual students must upload the assignment to TaskStream under Standard 7.

Component	Fully Identified & Clearly Described	Minimally Identified or Described	Unsatisfactory, Inappropriate or Missing
Descriptions of class situation and learners are provided (3)			
Grade level and content of lessons is indicated (11th grade English, Algebra I, etc) (3)			
Standards addressed in lessons are clearly identified & related to the academic content. (6)			
A 10-section Unit Planning Routine Graphic Organizer is completed for the Unit (sample on pp. 181-182 of Teaching Content to All) (12)			
A Lesson Organizer Routine is completed for **EACH** of the 5 block-scheduled lessons (pp. 204-211 of Teaching Content to All) (9)			

One co-teaching lesson plan (using any format you like) for each group member. Elements of effective teaching are explicitly included in each plan (lecture; Lemov text). At least one lesson plan should included a collaborative learning activity (30)			
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) (9)			
Formal and informal assessments for the unit are **described**: there must be at least two formal and two informal assessments for your unit (21)			
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') (9)			
Graduate-level work (8)			

Total Points: /110

Grading
Below are the values of the various kinds of work required for the course, but students should always bear in mind that grading is primarily a judgment about your performance on a particular assignment. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

Your performance in the course will be rated upon the following

Participation in Class Activities	40	
Secondary Issues Project	40	
Secondary IEP	40	
Content Area Unit Plan*	110	
Total	230	

*The Content Area Unit Plan is the signature assignment that will be posted to TaskStream

The course letter grade will be determined by a point system in which the following thresholds will be used: *A=94 – 100%, A-=90 – 93%, B+=87 – 89%, B=80 – 86%, C=70 – 79%, F=< than 70%*
 *Traditional rounding principles apply (i.e. .5 rounds up)

All assignments should be typed (submitted as hard copy please, unless otherwise noted) and are due at 4:30 p.m. on the dates indicated. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.** Please retain a copy of your assignments in addition to the one you submit.

A final grade of Incomplete will be considered only due to extreme extenuating circumstances; please contact the instructor.

COURSE SCHEDULE

NOTE:
*   The course schedule WILL change according to class needs.

Date	Big Topics	Assignments Due	Readings to do <u>after</u> this session
6/2/11	Beginning of Course Logistics Snapshot of High Schools		Chapters 2 + **3**, L & D **Elmore, 2011 Sprick & Daniels, 2010 Understanding Understanding**
6/9/11	Model Secondary Issues Session Building a Learning Community Backward Design* Unit Planning*	**Bring Relevant SOLs for the secondary content area you may cover in your curriculum unit**	Chapters 5, 6, + **7,** L & D **Ankeny, Wilkins, & Spain, 2009** Childre, Sands, & Pope, 2009
6/16/11	IEP Development* Transition Lesson Planning*	**Identify and submit by the end of class the SOLs upon which unit and lesson plans will be based**	**Chapter 8, L & D** Mazzoti, et al. 2009
6/23/11	Small Group Work Time	**Email Katie a draft of assessment descriptions for Content Area unit Plan**	
6/30/11	Co-teaching Learning Strategies* Content Area Literacy	**Secondary IEP due**	Chapters 9, 10, + 12, L & D Muwarski & Dieker, 2004 Sileo, 2011 **Secondary Issue Readings**

7/7/11	2 Secondary Issue Sessions Content Area Literacy Learning Strategies*		Chapter **8,** 9, + **10,** Conley **Secondary Issue Readings**
7/14/11	2 Secondary Issue Sessions Adolescent Literacy: Struggling Readers Learning Strategies*		**Secondary Issue Readings**
7/21/11	2 Secondary Issue Sessions RTI in Secondary Schools		**Rust, 1994** **Secondary Issue Readings**
7/28/11	2 Secondary Issue Sessions End of Course Logistics Wrap Up, Closing Comments, & Celebration	**Final Copy of Content Area Unit Plan due to instructor** *(Hard Copy)*	

Note: Syllabus is subject to change as needed. Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus.