

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

EDSE 629 Section A01

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

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May 23-June 24

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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. (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.)
-
- 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. 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

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/>].

ASSIGNMENTS

- I. **Content Area Unit Plan** = 100 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:

- Introduction to the Unit that identifies SOLs to be covered
- Unit Map (follow example in course text, *Teaching Content to All*)
- Unit Calendar
- 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) 30 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 Presentation (individual or small group) 30 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 10 minutes)

IV. Class Participation - 20 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) = 20 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.

VI. Evidence-Based Secondary Practices (EBPs) “Notebook”= 20 points

Relevant secondary evidence-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.

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 | Due Date |
|----|---------------------------------------|---------------------------|----------------------------|---------------------|-----------------|
| I | Content Area Unit Plan | | X | 70+30 | June 24 |
| II | IEP | X | | 30 | June 13 |
| II | Secondary Issues Presentation | | X | 30 | June 3 |
| IV | Class Participation | X | | 20 | 1.5/week |
| V | Quizzes and/or Blackboard Assignments | X | | 20 | As announced |
| VI | Evidence-Based Practices “Notebook” | X | | 20 | June 24 |

I. Content Area Unit Plan – 100 points

This culminating activity will demonstrate your understanding of the how to plan for, and instruct students with disabilities in a given content area using the Virginia SOLs. Your unit plan will integrate the Unit planning Routine, Lesson Organizer Routines, and specific learning strategies from your required course reading (Teaching Content to All). You will work in a small group for the activity. **Group leader should submit one copy of the Content Area Unit for the group.**

Required components:

- 9-week unit based on the standards of learning (SOL) for a specific grade and subject at the secondary level – group work – 70 points**
- Introduction (16 points):
 - Select an SOL from any **secondary-level curriculum** upon which you can base a regular education objective
 - Determine 9-week calendar (Scope and Sequence)
 - Overview of what evidence-based teaching methods and/or strategies will be used in the lesson plans for this unit
 - Determine measurable goals & objectives for sequencing
 - Discussion of how to engage students
- Develop a Unit Calendar
- Develop assessment examples (formative and summative):
 - Develop a Unit Test that assesses unit’s *stated* objective(s); this serves as your summative assessment.
 - Develop a formative assessment plan to assess effectiveness of teaching and determine “Plan B”. In other words, what action(s) will you take as a result of students’ progress or lack of progress towards mastering unit’s objective(s). (See sample lesson plan template for details.)
- Develop a Unit Map (follow course text)
- Determine instructional decisions that will provide differentiated instruction for students with varying abilities.
 - Adaptation examples:
 - Given descriptions of students with ED, LD, and ID, identify adaptations/modifications suggested in the text (lectures and elsewhere) that you would need to implement for each student in reading, math, science, social studies, and social skills (etc.).
 - Develop a table or outline that summarizes this material. Use information from the text and from lectures on adaptations and lectures; include source.
- Small group will present their Content Area Unit to the class (schedule TBD).
 - Should be multi-modal approach
 - PowerPoint may be utilized
 - A skit to demonstrate effective teaching is highly recommended as part of the presentation
 - Plan for a 20 minute presentation, including time for questions/discussion
- **Individually prepared lesson plan – 30 points**
 - Develop lesson plan for one week of the unit’s 9-week calendar
 - Focus upon students with ED, LD, or ID (group members must ensure that all areas are covered)
 - Determine measurable goals & objectives for sequencing
 - Include differentiation of instruction, outside of class practice,
 - Develop assessment examples (formative and summative):
 - Develop 2 tests/quizzes of at least five-items that assesses unit’s *stated* objective (for the class and/or for specific students). This serves as your summative assessments.
 - Develop 2 formative assessments to assess effectiveness of teaching
 - Adjustment to instructional delivery based upon student performance detailed

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 | - 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 as well as measurable goals and objectives for sequencing. | 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. Goals/objectives are measurable | 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 Content Unit
(copy & submit a copy of this with your work)

The calendar for the secondary content unit can be visually presented in a number of ways. It should cover a 9-week time period. 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:

Major Learning Activity I: Unit Plan Rubric

| Component | Fully Identified & Clearly Described | Minimally Identified or Described | Unsatisfactory, Inappropriate or Missing |
|--|---|--|---|
| Introduction to Unit (16) | | | |
| Unit Map (8) | | | |
| Unit Calendar (12) | | | |
| <p>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)</p> | | | |
| <p>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)</p> | | | |
| <p>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>) (4)</p> | | | |
| <p>Formal and informal assessments for the unit are described: there must be at least two formative and two summative assessments for your unit (4)</p> | | | |
| <p>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>) (6)</p> | | | |

Major Learning Activity I: Lesson Plan Rubric

| Component | Fully Identified & Clearly Described | Minimally Identified or Described | Unsatisfactory, Inappropriate or Missing |
|--|---|--|---|
| Course, Grade Level, SOL listed (2 points) | | | |
| Measurable Goals/Objectives (2 points) | | | |
| Task Analysis Supports Lesson Plan's Objective (2 points) | | | |
| Differentiation of Instruction Detailed (4 points) | | | |
| Adjustment to Instructional Delivery Based upon Student Performance Detailed (Adaptation of Instruction) (10 points) | | | |
| Formative and Summative Assessment Example Included (8 points) | | | |
| Outside of Class Independent Practice Included (2 points) | | | |
| Total Points Possible | 30 | | |

Major Activity II: Secondary IEP Rubric

| | 5 Exemplary | 4 Good | 3 Acceptable | 2 Inadequate | 1 Unacceptable |
|---|------------------------|-------------------|-------------------------|-------------------------|---------------------------|
| <p>Present Level of Performance: PLOP includes complete profile of academic performance including areas of strength and need documented by current assessment information. This includes future planning (1)</p> | | | | | |
| <p>Goals: Based on PLEP, Appropriate, Measurable, attainable, reflect student’s needs and preferences (1)</p> | | | | | |
| <p>Benchmarks: At least 3 for every goal See above criteria (1)</p> | | | | | |
| <p>Special Factors: Reviewed; especially assistive technology.(1)</p> | | | | | |
| <p>Transition Planning: Course of Study addressed along with diploma options; future preferences addressed through activities and linkages if appropriate. (1)</p> | | | | | |
| <p>Writing: Jargon-free, reflects parent and more importantly, student input. Respectful and future-oriented VA State IEP form is used. (1)</p> | | | | | |

Major Activity III: Issue Presentation Scoring Rubric
(copy & submit a copy of this with your work)

| 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. (2) | | | | |
| 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> (1) | | | | |
| Audience is provided with organizations, websites, resources, etc. to connect them to sources of information on the topic (1) | | | | |
| Significant evidence of shared responsibility, shared commitment, and shared level of effort is apparent. (1) | | | | |

Session Agenda EDE 629 (Subject to change to meet class needs)

| Session | Date | Readings for this class | Topic(s) | Format | Assignments Due |
|----------------|-------------|---|--|---|---|
| 1 | 5/23 | | Introduction, Syllabus Review, Content Area Literacy; Standards Based Instruction | Lecture, Small Group Discussion, Large Group Discussion | |
| 2 | 5/25 | Read: Lenz & Deshler Chapters 1 -3; Conley Chapter 2, 5 | Teaching and Academic Diversity Understanding and Using Texts | Lecture, Small Group Discussion, Large Group Discussion, Group Members Assigned | |
| 3 | 6/1 | Read: Lenz & Deshler Chapter 4-6; Conley Chapters 4 & 6 | Evidence Based Practices (EBPs) in Course Planning for Diverse Classrooms; Assessments | Lecture, Small Group Discussion, Large Group Discussion, Group Time | |
| 4 | 6/3 | Read: Lenz & Deshler Chapters 7 & 8; Conley Chapter N/A | Course Planning: Unit Planning LEARN Model Presentations | Lecture, Small Group Discussion, Large Group Discussion, Presentations | Secondary Issues Paper Due and Presentations |
| 5 | 6/6 | Read: Lenz & Deshler Chapter 9-10; | Teaching Content and Learning Strategies Presentations | Lecture, Small Group Discussion, Large Group Discussion, Group Time | Presentations Continued |
| 6 | 6/8 | Read: Lenz & Deshler Chapter 11; | IEP "Basics" Planning for Academic Diversity | Lecture, Small Group Discussion, Large Group Discussion, Group Time | |

| | | | | | |
|----|------|--|--|---|--|
| 7 | 6/10 | Read: Lenz & Deshler Chapter N/A; Conley Chapter 7-9 | Vocabulary; Reading; Activating Prior Knowledge and Increasing Motivation | Lecture, Small Group Discussion, Large Group Discussion, Group Time | |
| 8 | 6/13 | Read: Conley Chapter 10-11 | Literacy and Writing | Lecture, Small Group Discussion, Large Group Discussion, Group Time | IEP Due |
| 9 | 6/15 | Read: Conley Ch.6 | Ongoing Assessment; Providing Students Insight (Feedback and Metacognition) | Lecture, Small Group Discussion, Large Group Discussion, Group Time | |
| 10 | 6/17 | Blackboard Discussion Topic | We will not meet as a class this night | Group time | Blackboard Discussion |
| 11 | 6/20 | Read: Conley Chapter 12 | Literacy and Community | Lecture, Small Group Discussion, Large Group Discussion, Group Time | EBP Notebook Due |
| 12 | 6/22 | Read: Lenz & Deshler Chapter 12; Conley Chapter N/A | Serving Students with Disabilities: Educational Needs, Post-Secondary Preparation; Social Skills Needs | Lecture, Small Group Discussion, Large Group Discussion, Group Time | |
| 13 | 6/24 | | Building a School Community: Impact of Students with Disabilities | Group Presentations | Content Area Unit; Individual Lesson Plan Group Presentations |

As you use the template from the text for your unit plan, this might assist you in working with the template:

Directions:

1. Make sure the drawing tool bar is visible at the bottom of your screen in the excel document. To do this, go to VIEW in the top menu, scroll down to TOOLBARS, and make sure DRAWING is checked.
2. The cells are formatted so that you can click on them and just add text. The larger blank areas require you to use the drawing tools if you want bubbles, lines, and text placed within them.
3. To add a bubble, go down to the drawing tool bar and select the circle shape. Go to the area where you want the bubble, click and drag until it is the size you want, and then release your mouse. You can then right click on the shape, change the thickness of the line around it, or format it any way you want.
4. To add a line, go down to the drawing tool bar and select the line shape. Go to the area where you want the line, click and drag until it is the size you want, and then release your mouse. You can then right click on the line and format its size, and make it a dotted line if you wish.
5. To add a textbox to fit in a bubble or on a line, go down to the drawing toolbar and select the "textbox" tool (it looks like a little piece of paper with an A on it). Go to the area where you want the textbook, click and drag until it is the size you want, and then release your mouse. You can then type in text. When you're finished, right click on the textbox to format the size and font of your text.

Student Information Sheet EDSE 629

_____, _____
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?