

George Mason University
Graduate School of Education
Program: Special Education

EDSE 629 Section 665: Fall, 2011
Secondary Curriculum and Strategies for Students with Disabilities who access the General Education Curriculum

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Course Location: Arlington Campus, Founders Hall Room 121

Course dates: 8/29-12/12 (no class 9/5 or 10/10)

“True terror is to wake up one morning and discover that your high school class is running the country.”

~ Kurt Vonnegut Jr.

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.

Evidence Based Practice:

This course applies evidence-based research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Critical content includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum. This course will incorporate the evidence-based practices (EBPs) relevant to Secondary Curriculum: learning strategies, Content Area planning, designing a secondary IEP. These EBPs are indicated with an asterisk (*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Student Outcomes:

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

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

Relationship of Courses to Program Goals and Professional Organizations:

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

The CEC Standards are listed on the following website:

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

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

Standard 4 - Instructional Strategies

Skills:

- Use strategies to facilitate integration into various settings.

- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

Standard 5 - Learning Environments and Social Interactions

Knowledge:

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

Skills:

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

- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
- Use universal precautions.

Standard 7 - Instructional Planning
Knowledge:

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

NATURE OF COURSE DELIVERY:

Learning activities include the following:

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

Relevant readings will also be assigned

REQUIRED TEXT:

Sabornie & deBettencourt, Teaching Students with Mild & High Incidence Disabilities at the Secondary Level, 3rd edition, ISBN 9780132414050

Course Expectations For Students

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, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation 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. Missing **more than one class** or **repeated** tardiness/leaving early will result in lowering your final grade by 5 points. Please notify me ***in advance*** by phone or email if you will not be able to attend class.

Note: It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be *fully* present in class 😊

Workload:

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class readings and preparation for *each* credit hour weekly in addition to time spent on papers and assignments.

Written and Oral Language:

APA Style is 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 (5th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org/>

We will use *person-first language* in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

Academic Integrity:

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean's Office.

Email: Please note that your GMU email will be used exclusively for all your GMU courses: Please activate and forward your GMU email to your most-checked account!

Go to <http://mail.gmu.edu>. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.

Be an Informed Student:

Negotiating all the requirements for your Master's and/or VA Licensure is extremely complex. It is recommended that you schedule a phone/email or in-person appointment with the Special Education Advisor, Jancy Templeton (jtemple1@gmu.edu 703/993-2387). You may also schedule with the Cohort Advisor, Pam Baker (pbaker5@gmu.edu 703/993-1787). Doing so each semester will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.

GMU Graduate School Of Education Statements Of Student Responsibilities

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing at the beginning of the course. See <http://www2.gmu.edu/dpt/unilife/ods> or call 703-993-2474 to access the ODS.

GRADING CRITERIA

95-100% = A

90-94% = A-

84-89% = B

83-79% = C

< 75% = F

- All assignments are due on the dates indicated. Consult with me ***in advance*** if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points per day will be deducted from your assignment grade for late papers **unless** I have agreed to an extension (may be used one time only). Maximum extension is 6 days. Please retain a copy of your assignments in addition to the one you submit.

- All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will be required to document your work with the GMU Writing Center during this course to improve your skills.

Course participants wishing to suggest other learning activities may, with my approval, substitute these for a required activity.

Using Blackboard:

GMU's Blackboard will be used to post important information and presentations for this course and for you to check grades, complete assignments, and communicate with your classmates and instructor. You are responsible for checking Blackboard at least once a week and right before class to make sure you are informed about class/GMU issues.

Your **GMU email username and password** are entered in the Blackboard system. The following is how you will access the Blackboard from the Mason Live Portal:

You will need your Username (Mason NetId) and strong password (PatriotPass) credentials to access this, so it is important to activate your account ASAP!

<http://mymasonportal.gmu.edu>. Once you have logged into My Mason you will see a tab labeled "Courses" on the right side.

COURSE ASSIGNMENTS:

I. *Content Area Unit Plan (30% of final grade)

This 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, DCPS standards, or Common Core Standards in a given secondary course. Your unit plan will graphically illustrate and integrate Unit planning, Lesson Organizer Routines, and specific learning strategies from your required course reading

***This assignment must be submitted to Task Stream as the signature assignment for CEC Standard 7**

II. Secondary IEP (30% of final grade)

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

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

This small group project will develop your understanding of the particular issues or barriers relevant to serving secondary students with disabilities. Your topic (drop- out prevention, substance abuse, need for self-advocacy, block scheduling, case management, etc.) will identify the issue, explore causes and

effects, and identify potential solutions from the literature and evidence-based practices. Your 30-minute presentation will provide learners with a solid foundation of knowledge on your topic.

***TASKSTREAM SUBMISSION: Electronic Portfolios**

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

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

IV. Class Participation: (5% of final grade)

- Active and thoughtful participation in class and collaboration with peers in class activities
- Evidence that readings have been completed and student is prepared for class.
- ***No more than 1 absence/no excessive tardiness/leaving early***

V. Blackboard Discussion Board (5% of final grade)

- Comprehensive response to both prompt and classmates’ postings. NO late submissions accepted. To earn these 5 points you must submit 2 postings by the due date and time (9am the day of class). Your response should address the discussion board topic AND reflect your reaction to some of your classmates’ postings.

ASSESSMENT OF COURSE REQUIREMENTS:

Requirement	Points
• Class Participation (attendance and in-class)	5
• Discussion Board	5
• Secondary IEP	30
• Secondary Unit Plan*	30*
• Secondary Issues Project	30
<u>Total</u>	100

Major Learning Activity I: Unit/Lesson Plans Rubric

Section	Component	Fully Identified & Clearly Described	Minimally Identified or Described	Unsatisfactory, Inappropriate or Missing
1	Descriptions of class situation and learners are provided (1)			
2	Grade level and content of lessons is indicated (11 th grade English, Algebra I, etc) (1)			
3	Standards addressed in lessons are clearly identified & related to the academic content. (1)			
4	A Unit Planning Graphic Organizer is completed for the Unit (sample on pp. 71-75) (10)			
7	A Lesson Organizer is completed for EACH of the 5 block-scheduled lessons (pp. 71-75) (10)			
8	A description of a variety of accommodations and/or modifications are described showing how diverse learners will receive access to the curriculum (2)			
9	Formal and informal assessments for the unit are described : there must be at least two formal and two informal assessments for your unit (2)			
10	List and briefly describe at least 3 metacognitive strategies you will use to help your students “anchor” instruction (3)			

Major Activity II: Secondary IEP Rubric

	5 Exemplary	4 Good	3 Acceptable	2 Inadequate	1 Unacceptable
Present Level of Academic Achievement and Functional Performance: PLAAFP includes complete profile of academic performance including areas of strength and need documented by current assessment information. This includes future planning(8)					
Goals: Based on PLAAFP, Appropriate, Measurable, attainable, reflect student's needs and preferences (5)					
Benchmarks: At least 3 for every goal See above criteria (5)					
Special Factors: Reviewed; especially assistive technology. (5)					
Transition Planning: Course of Study addressed along with diploma options; future preferences addressed through activities and linkages if appropriate. (4)					
Writing: Jargon-free, reflects parent and more importantly, student input. Respectful and future-oriented (3)					

Major Activity III: Issue Presentation Scoring Rubric

Topic of Presentation:	Outstanding	Good	Minimal	Unsatisfactory, Inappropriate or Missing
Topic is relevant to secondary learners with disabilities. Overview provides context and sets stage for presentation. (5)				
Students anticipate questions and demonstrate deep understanding of issue with explanations and elaboration based on research. (5)				
Students present information in engaging and logical sequence which audience can easily follow. PowerPoint is easy to read. Slides are referred to, but not read word for word. A handout is provided (10)				
Audience is provided with organizations, websites, resources, etc. to connect them to sources of information on the topic (5)				
Significant evidence of shared responsibility, shared commitment, and shared level of effort is apparent.(5)				

Proposed Class Schedule

Session Date	Topic	<i>Reading to do after this session</i>	<i>Assignments Due this Class Session</i>
8/29	Course Introduction Essential Understandings	Chapter 1	GMU email account ready, login to Blackboard
9/5	Labor Day Holiday: No class	Chapter 2	
9/12	Collaboration at the Secondary Level	Chapter 3	Discussion Board due by 9am
9/19	Classroom Management and Behavior*	Chapter 4	
9/26	Reading	Chapter 5	Discussion Board due by 9am
10/3	Writing *	Chapter 6	
10/10	Columbus Day Holiday: No class		
10/17	Math	Chapter 7	
10/24	Study Skills	Chapter 8	Unit Plan Due
10/31	Social Skills	Chapter 9	
11/7	Putting it all together in the IEP*	Chapter 10	
11/14	Guest speaker		IEP due

11/21	Postsecondary issues	Chapter 11	
11/28	Postsecondary issues		
12/5	Group Presentations		Group Project due
12/12	Group Presentations		

This syllabus is subject to change to meet class needs