

George Mason University Graduate School of Education

EDSE 629 Section 5S1: Spring, 2012 Secondary Curriculum and Strategies for Students with Disabilities who Access the General Curriculum

Instructor: Carmen Rioux-Bailey, Ed.S.

Phone: mobile: 202-302-3223 **office:** 703-993-9548

Email: criouxba@gmu.edu

Office hours: Mondays and Thursdays, 11-4 and by appointment

Dates: January 26-May 10 2012. No class on March 15

Times: 7:20-10 pm

Location: Kellar Annex: 3807 University Drive, Fairfax VA 22030 Room 103

“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.

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, E., & deBettencourt, L. (2009). *Teaching Students with Mild & High Incidence Disabilities at the Secondary Level* (3rd ed.) Pearson.

Expectations For Students in this Course:

Respect for All:

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources,

Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

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 all of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. More than one absence for any reason will result in the final grade dropping by 5 points.

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 one of the Special Education Advisors, Jancy Templeton (jtemple1@gmu.edu 703/993-2387) or Danielle Williamson (dwilli19@gmu.edu 703/993-4361). 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/CEHD Statements Of Student Responsibilities

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/>].

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

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

Assessment of Course Requirements:

TASKSTREAM SUBMISSION: Electronic Portfolios

Several changes have been made that affect which assessments (formerly called signature assignments) are submitted to TaskStream, where those assessments are submitted, and how they are evaluated. These changes are outlined below:

- **DRF:** Starting in Spring 2012, students in the general access program will no longer use the *Special Education Portfolio* DRF to submit work. Students will be enrolled in a new DRF based on the specific course in which they are enrolled. For example, students would be enrolled in the Spring 2012 EDSE 629 Section 5S1 DRF.
- **Rubrics:** In the old system, each assessment was aligned to one specific CEC standard. In the new system, each assessment is aligned to multiple CEC standards. Assignments and rubrics have been revised to be more comprehensive and better align to the CEC standards.
- **TaskStream:** Directions for Phase 1: Creating a TaskStream Account, Phase 2: Enrolling into a DRF, and Phase 3: Uploading Assessments are posted on Blackboard. Phase 1 directions remain the same for users. Students will automatically be enrolled into the new DRFs so Phase 2 directions should be ignored at this time. Phase 3 directions for uploading assignments are the

same; however students should disregard all references to the *Special Education Portfolio* and instead to be sure to post assessments into their new *course-specific* DRF.

*Note: Every student registered for any EDSE course is required to submit the assessment assignment/signature assignment 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.

GRADING CRITERIA

95-100% = A

90-94% = A-

84-89% = B

83-79% = C

< 79% = 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 for **one assignment 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, and APA style guidelines. 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, except for the NCATE assessment/signature assignment.

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 Mason Net ID username and password** are entered in the Blackboard system. The following is how you will access the Blackboard from the Mason Live Portal (<http://myMason.gmu.edu>): login with your MasonNet ID and password, click on “Courses” tab at top, find the link for this class.

PERFORMANCE-BASED ASSESSMENTS AND EVALUATION CRITERIA:

There are 3 Major and 2 Minor Assignments for EDSE 629. The NCATE assessment/signature assignment, which **MUST** be submitted electronically to Taskstream, is marked with an asterisk *.

(Please note that student and family privacy must be protected in all written and oral communication. Please refrain from including any information that would jeopardize compliance with FERPA regulations)

Assignments 1 and 2: Blackboard Discussion Boards (5 each=10 points total) due 2/2 and 2/16

Provide a comprehensive response to both the prompt and at least 2 classmates' postings. NO late submissions will be accepted. To earn the full 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.

Assignment 3: Research Review (30 points) due 2/23

Each student will locate and analyze 5 articles from peer-reviewed special education journals that summarize research on a given facet of secondary instruction for students with disabilities who access the general curriculum.

Select 5 **research articles from professional journals** (a list of commonly used peer-reviewed journals is available to you in the Information section of Blackboard).

- The focus of the articles must pertain to an secondary level research-based strategy(ies) for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities (ED, LD, and/or, MR)

or

- the focus must be on cognitive strategies in self-regulation, metacognition, study skills, attention, memory, or motivation for individuals with mild disabilities of secondary age.

Prepare an **introduction** to the topic and a needs statement (why is this important to students with disabilities?), a written **summary of each research article**, including the complete citation, with a special emphasis on the participants, strategies, materials, and findings. Do not simply copy the abstracts, but write in your own words what was undertaken in the study and the results. Finally, write a **conclusion** of the summaries **as a whole**, and what the **implications for practice** are for the secondary special education teacher—in other words, based on your research review, what should the secondary special education teacher implement in the classroom for students with mild disabilities? Be sure to use APA style and include a reference section.

Assignment 4: Secondary Curriculum Unit Plan (30 points) due 4/12

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to prioritize essential concepts and skills, write lesson plans and assessments, and adapt existing lesson plans within a curriculum unit. You are required to write two comprehensive lesson plans that address the selected Standards and complement the provided lesson plans for your chosen unit. You will write two assessments which provide opportunities for the learners to demonstrate their understanding of the core concepts of the unit. In addition, you will adapt one currently existing lesson plan in order to allow students with mild to moderate exceptional learning needs to access the information. Your focus should be on the integration of evidence-based practices that meet the unique needs of learners with mild to moderate exceptional learning needs at the secondary level in a given content area using the appropriate Standards.

Description of Target Classroom:

1. Provide a clear description of the target classroom situation including a description of the learners with mild-moderate exceptional learning needs (impact of learners' academic and social abilities, attitudes, interests, and values), grade level, and content of lessons (11th grade English, Algebra I, etc.)
 - a. Include a clear explanation of the characteristics of the learners, similarities and differences of and among individuals with and without exceptional learning needs and how these needs affect your instruction.
 - b. You have the option of describing your own secondary classroom or creating a realistic inclusive "class" of learners with mild to moderate exceptional learning needs who access the general education curriculum. Your "class" should also include students with cultural and linguistic differences.

Development of Unit Planning Visual Organizer:

You will be given a set of Standards from a secondary-level core content area.

1. Create a Unit Planning Visual Organizer which:
 - a. Makes explicit connections between prior knowledge and future knowledge.
 - b. Presents linking steps of the essential concepts (interactions, links to past knowledge and big picture)
 - c. Demonstrates your ability to prioritize key concepts from the unit.
 - d. Provides a schedule of when the essential concepts will be taught.
 - e. Determines the types of relationships that will be used to link concepts within the unit (cause/effect, compare/contrast, characteristics, etc.).
 - f. Poses questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.

Adaptation of Lesson Plan:

1. You will be given comprehensive lesson plans for 3 block-scheduled days of the unit. Your task is to take ONE of these lessons and adapt it to make it more accessible for the class of learners that you described. For the selected lesson plan, provide the following:
 - a. Specific options for differentiating this lesson including:
 - i. Technology
 - ii. Multisensory
 - iii. Community connections
 - iv. Small group learning
 - v. Vocabulary
 - vi. Student organization of content

- b. Specific ways in which the lesson objectives are scaffolded including:
 - i. Content scaffolds
 - ii. Task scaffolds (direct instruction of evidence-based strategies)
 - iii. Materials scaffolds
 - iv. Response scaffolds

Lesson Plan Development:

1. Write TWO comprehensive lesson plans that address the selected Standard(s) and complement the lesson plans that were provided. Both of these lesson plans must integrate *evidence-based teaching methods and strategies*.
 - a. As you write the lesson plans, consider the most effective ways to identify and prioritize areas of the general curriculum and sequence, implement and evaluate learning objectives.
2. Each lesson plan should include:
 - a. Methods for guiding individuals in identifying and organizing critical lesson content.
 - b. Strategies for integrating student initiated learning experiences into ongoing instruction.
 - c. At least one measurable lesson objective
 - d. Levels of support as related to the needs of the students

Assessments:

1. Create two assessments and identify where in the scope and sequence of your instruction each assessment occurs. Your assessments should:
 - a. Demonstrate student understanding of essential concepts and/or skills
 - b. Maximize the opportunity for the students to show what they know and can do
 - c. Directly relate to essential knowledge and/or skills of the unit
 - d. Require a variety of student response types from students

Assignment 5: Secondary Issues Project (30 points) due 5/3 or 5/12

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

Proposed Class Schedule

Class Session	Topic	<i>Reading to do after this session</i>	<i>Assignments Due this Class Session</i>
1 1/26	Course Introduction Essential Understandings	Chapter 1	
2 2/2	Collaboration at the Secondary Level	Chapters 2 and 3	Discussion Board due by 9am
3 2/9	Classroom Management and Behavior*	Chapter 4	
4 2/16	Reading*	Chapter 5	Discussion Board due by 9am
5 2/23	Reading*	Iris Module: http://iris.pea body.vanderbilt.edu/p alshs/chalcycle.htm	
6 3/1	Writing*	Chapter 6	
7 3/8	Math*	Chapter 7	Research Review due
3/15	No Class: Spring Break	☺	
8 3/22	Study Skills*	Chapter 9	
9 3/29	Study Skills* continued	Chapter 10	
10 4/5	Group Projects Class: Meet virtually or face to face with your group to develop your Unit Plan Projects		
11 4/12	Accommodations and Modifications*	Iris Module: http://iris.pea body.vanderbilt.edu/b alshs/chalcycle.htm	Unit Plan Due

12 4/19	Social Skills	Chapter 8	
13 4/26	Postsecondary issues	Chapter 11	
14 5/3	Group Presentations		Group Project due
15 5/10	Group Presentations		Group Project due

This syllabus is subject to change to meet class needs