George Mason University
Graduate School of Education
EDSE 629: Secondary Curriculum and Strategies for Students with Disabilities
Who Access the General Education Curriculum
Prince William County Cohort 17, Section 668

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Note: On Tuesdays and Wednesdays, voice mail and e-mail will not be checked after 1:00 p.m. On these days, for emergencies only, after 1:00p call (*do not text*) 571-215-5320.
Course Location: Independent Hill, Building 100, Room 32, Prince William County Public Schools
Course Dates & Time: Tuesdays, January 10, 2012 – March 13, 2012, 4:30p – 8:30p

"Learning is a social process that occurs through interpersonal interaction within a cooperative context. Individuals, working together, construct shared understandings and knowledge." ~ Johnson, Johnson, & Smith

"Children do not learn by doing… They learn by thinking, discussing, and reflecting on what they have done." ~ Dr. William Speer

"We worry about what a child will be tomorrow, yet we forget that the child is already someone today." ~ Stacia Tauscher

"You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives." ~ Clay P. Bedford

This syllabus is dynamic—it may change according to emerging needs, formative evaluation of the course, and unpredicted opportunities.

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/

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 Practices (EBPs)
This course will incorporate the evidence-based practices (EBPs) relevant to secondary curriculum learning strategies, content area planning, and 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.

Course 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.

Products from this class may become part of your individual professional portfolio, which is used in your portfolio classes and documents your satisfactory progress through the GSE program and the CEC performance based standards. It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program.

Nature of Course Delivery

Students:
- Construct knowledge through in class small and large group activities and through course assignments, including independent study and research;
- Reflect on practices, personal skills, and orientations;
- Assess their growth related to course content; and
- Provide constructive feedback to peers.

Interactive and teaming strategies are used to facilitate fulfillment of the outcomes established for the course. Instructor and student led class experiences and presentations incorporate a variety of formats, which may include whole and small group activities, discussion, demonstration, guest presenters, use of media/technologies, and lecture. The instructor at times will use Socratic dialog and problem-solving tools and techniques. Students are expected to know and use GMU e-mail for course communication with the professor and other students and to use Blackboard for course assignments and sharing.

Required Texts & Materials

- Sabornie, E.J. & deBettencourt, L.U. *Teaching students with mild and high incidence disabilities at the secondary level* **(**3rd ed.). Pearson: Upper Saddle River, NJ.
  ISBN-10: 0132414058; ISBN-13: 9780132414050
- Use of online resource materials from the IRIS Center: http://iriscenter.com/resources.html.
- Additional resources and readings are assigned as necessary, as per instructor discretion.

Course Expectations – Part I

- Students are required to (a) attend all classes during the course, (b) arrive on time, including back from break(s), (c) stay for the duration of the class time, (d) participate in all class activities (both face-to-face and via Blackboard or other electronic means), and (e) complete all assignments on time. Attendance and professionally relevant, active participation that demonstrates proper professional behavior are expected in all class sessions and interactions for a grade of B or better.

Attendance, preparedness (assignments are: submitted on time; complete; of sufficient quality), participation, and professional disposition are required in each class session to earn points for that class session. The GMU CEHD Professional Dispositions (http://gse.gmu.edu/facultystaffres/profdisp.htm) serve as a minimum standard for class member behavior.

- Attendance at all sessions is very important. Many of the activities in class that contribute to building and revising conceptual models and personal orientations are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can be experienced only in the class. **Students who miss class time will be required to complete additional assignments approved by the instructor.** These may include but are not limited to writing a 3 to 5 page paper with references on any or all topic(s) addressed in the class during which the student was absent or an additional presentation requirement. The work must be submitted by the start of the next class session to be considered on time. The requirements for all class learning activities apply to the "missed class" assignments.

- ***Attendance points missed for any absence without instructor contact before class cannot be made up. Two (2) or more unexcused class session absences will result in no credit for this course.*** If you feel you cannot adhere to the assignment and class schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

- Many course handouts, slide presentations, and class assignments will be posted on Blackboard. Students are responsible for accessing these materials, having materials available for each class, and ***electronically submitting assignments to the instructor, using designated file name protocols and prior to use in class, materials to share in student conducted class activities.***

- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot **at least** three hours per course meeting hour (or **at least** 12 hours per week for this course) for **class session preparation** (reading, study, planning, etc.). This is **in addition to** time devoted to assignments that take the place of class time and time devoted to completing course major learning activities.

- All learning activity assignments are required to be completed and submitted on time. ***When the format for assignment response is print/hard copy, to be considered handed in on time the print/hard copy must be received by the instructor by the start of the class session by which the assignment is due.*** Additionally assignments are to be submitted on time to the class Blackboard site in appropriate assignment drop boxes ***using designated file name protocols***. Assignments that are not submitted in the required format(s) at the required time are **late**, even if they later are handed in (hard copies to the instructor) and/or accepted for submission via the drop box. ***If an assignment is not submitted on time IN PRINT/HARD COPY it is LATE even if submitted on time electronically!!!***

- Your GMU e-mail address and the instructor's GMU e-mail address are the only e-mail addresses that will be used for communication in this course. Student e-mail is accessed at http://masonlive.gmu.edu. ALL communication regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason e-mail accounts. Students are held responsible for this information. Failing to check your Mason e-mail or citing technical difficulties does not relieve you of this responsibility. Please make sure your GMU e-

mail is activated and checked daily for communications from the instructor as well as for university announcements. Any student who experiences technical issues or who has questions with regard to activating and/or accessing his/her MasonLive e-mail account should contact the ITU Support Center directly (and immediately!) at 703-993-8870.

- Please send outgoing e-mail messages to the instructor and class members only through your GMU e-mail account and NOT through the GMU Blackboard site or through your personal e-mail account(s). The instructor will not reply to e-mail that is sent from the Blackboard account nor will the instructor with any regularity check e-mail in her Blackboard account.

- Please keep up-to-date with cohort announcements and requirements as posted at http://gse.gmu.edu/programs/sped_cohort_program/cohort_home/.

- All student work may be shared in future courses and professional development taught by Dr. Shery Asen. Author credit explicitly will be given to the student authors for their work.

Assessment of Course Requirements

The major portion of your learning in this course will be the result of your personal involvement with an investigation of the materials and topics and of your application of the principles to your own situation. The instructor's role is to facilitate and to provide a favorable environment in which learning can take place. The major responsibility necessarily rests with the student.

All assignments, to receive full credit, must reflect graduate-level conception, planning, creativity, and execution, including accuracy of spelling, syntax, and grammar, and must include all components of the assignment, including following file formatting and naming conventions described in the syllabus (see individual assignment descriptions for examples).

Input from the student is required for assessment of some assignments (quality and evaluation of overall student growth and mastery); however, final grading is based on the judgment of the instructor. As noted in the syllabus, for some course assignments, students are required to submit a self-assessment and/or reflection, which must be completed thoughtfully for the assignment reflected upon to be considered complete. The course assessment matrices used by the instructor are provided at the end of this syllabus.

Grading Scale
94 – 100 points = A
90 – 93 points = A-
86 – 89 points = B+
80 – 85 points = B
70 – 79 points = C
    < 70 points = F

The instructor may award additional points beyond an assignment's weight to the evaluation of a student's work. The instructor may also award plus (+) or minus (-) components to a project grade or to the course grade based on class community and individual effort as demonstrated through participation, collaboration, cooperation, contribution, leadership, effort, and other collegial and scholarship factors.

A request for assignment of a course grade of Incomplete (IN) must be discussed in advance with the instructor will be considered **only under circumstances that sufficiently warrant the extension** for final submission of course assignments.

Major Learning Activities

"It is not good enough to have a good mind; the main thing is to use it well."

-Rene Descartes

Course participants wishing to suggest other learning activities and/or other modes of expression for all assignments *except* the Signature Assignment may, ***with prior instructor approval***, substitute these for a required activity and/or format.

I. Attendance and Participation (10% of final grade)

The dynamic for participation and the resulting course credit is achieved through active, thoughtful, deliberate participation in and completion of all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully. Assignment self-assessments will be considered as addressing requirements I.B and I.C below for the class session on which they are due. Other important components of this part of the grade include but are not limited to the following:
1. Attendance in class. Included in attendance are:
   - Promptness (getting to class and back from breaks on time),
   - Being present for the full duration of class, and
   - Appropriate time allocation to activities and assignments both in and out of class face-to-face meeting time.

   For unexcused absences, students will lose 1 point per clock half-hour of class time missed; however, ***two (2) or more unexcused class session absences will result in no credit for this course.*** See "Course Expectations" Part I and Part II for more information.
2. Preparedness: Coming to class prepared with required materials, including:
   - All assignments due are completed and submitted on time and
   - Demonstration of being psychologically available to learn.
   - If a student does not have required materials for a class session, that student will earn 0 points (that is, no attendance and participation points will be awarded) for all aspects of attendance and participation (I.A, I.B, and I.C). If a student does not have required materials for more than 2 class sessions for any reason, that student will not receive any of the 12 points for this major activity.
3. Participation: Demonstrates professional dispositions and actively engages in class activities. Participation includes but is not limited to:
   - Contributing thoughtfully and fully to class activities and discussions,
   - Listening to the ideas of others,
   - Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influences class dynamics),
   - Demonstrating enthusiasm for learning,
   - Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content, and
   - Facilitating group work.

II. Response Logs & Professional Goals (10% of final grade)

Create a *brief* reflection log for each of the course text chapters 2 through 9 as noted in the course calendar. The log focuses on a chapter topic that was most meaningful to you. The reflection notes:
   - The rationale for why you selected the topic(s); that is, why the topic is personally relevant and
   - Key insights gained about the topic from the chapter material.
You may choose the personally meaningful mode of response. For example, you may: use a Thinking Map or other graphic organizer and/or visual representation; outline/bullet your points; write in the style of a journal entry; draw a cartoon strip illustrating highlights; compose a poem—you have the opportunity to be creative in how you present your personal connection to the text. The responses will be shared in

groups in class. The final log is your statement of 2 professional goals related to course content, due the last class session.

III. Resource Artifact (15% of final grade)

Students construct a resource aid to provide information and suggested resources on validated instructional approaches and supports implemented in learning environments in which adolecents with high-incidence disabilities participate.

The aid is in the format of any communication tool appropriate to sharing the information with the intended audience. Examples of formats include but are not limited to: a web page with descriptions of resources and associated links; a podcast; a brief handbook; avideo; a brochure (bi-fold or tri-fold; 2 sided; at least 8.5" x 11" when opened), a fact sheet (2 sided 8.5" x 11" paper); an annotated bibliography of 10 research articles; an informational poster display; a bulletin board display. An electronic copy of the resource will be posted on Blackboard so classmates may use the aid. The artifact must have your name and professional e-mail contact information. The artifact also appropriately notes sources.

Each class member presents his/her resource artifact in through a poster display shared with the class in a "carousel" activity, similar in format to a conference poster session. The poster includes: an overview of the topic; the audience; purpose[s]), why this resource is relevant to secondary students and those who touch their lives (home and/or school community members); intended use of the resource aid. A copy of the resource aid for display purposes accompanies the poster. The poster's descriptive information is recorded in a succinct written statement submitted to the instructor along with the resource aid. Both the description of the poster and the resource aid are due in hard copy and electronically.

The author of the resource artifact also submits an annotated bibliography, using APA format for citations, of articles from professional publications (print and/or electronic) and/or informational media produced by reliable sources that were used in creating the resource (for background research and/or inclusion in the resource). At least 3 such resources are required.

Students will not duplicate topics within the class. If students wish to work in pairs, the pair will be responsible for two (2) topics. Topics include the following.

• Behavior management at the secondary level	• Brain based teaching and learning	• Supporting content area instruction (includes advance organizers and vocabulary instruction)	• Cultural and linguistic differences: strategies for instruction
• Reading comprehension in content area learning	• Cognitive strategies instruction	• Self-regulated strategy development	• Direct/explicit instruction
• Mnemonic instruction	• Questioning techniques	• Co-teaching	• Scaffolding
• Cognitive behavior self-management	• Class-wide peer tutoring	• Study, test taking, and organizational skills	• School-wide behavioral supports

File name protocol: (LastF)(topic).doc
Example: AsenSquestioningtechniques.doc
(Reminder: Do NOT use Publisher or BMP files.)

In the file name you may abbreviate or truncate the topic with a sensible alternative if necessary to meet file name length parameters; e.g., rdgcompcontent (for reading comprehension in content area learning); csi (for cognitive strategies instruction); studytestorg (for study, test taking, and organizational skills).

IV. Chapter Project (30% of final grade)

The purposes of the Chapter Project and its activities are to assist class members in:
- Processing and applying the chapter's essential content to instructing secondary high-incidence special education students;
- Gaining first-hand experience with and proficiency in implementing strategies; and
- Deepening their thinking beyond initial contemplation of the material in the course readings.

The Chapter Project consists of creating and implementing a combination presentation-seminar experience to more deeply explore and contemplate concepts and strategies addressed in course readings. This assignment focuses on research that underlies and evidence-based practices that support implementation of evidence-based practices (research-based instructional strategies). The presentation weaves together items from the chapter with additional references about instructional practices that promote student understanding, mastery, competence, and success. The main focus is on **strategies and supports** for assisting secondary students in content mastery and self-regulation.

You may assign reading and/or viewing of online video and/or prior knowledge activation activity of reasonable length to assist classmates in preparing for any part of your presentation. If you choose to do this, class participants must receive relevant information and instructions no later than the end of class the week prior to your presentation.

Each team presentation is **105 minutes (one hour 45 minutes)**. Higher order thinking approaches and activiites (those that require analysis, synthesis, evaluation, and creation) are emphasized throughout. The following are guidelines for structuring the presentation.

- Part I (~60 minutes): Identify essential points from the assigned chapters in the course text. Lead the class through review of key points and application of research-based strategies (from the text and/or other sources) through multiple instructional techniques (e.g., PowerPoint presentation; modeling methods; role-playing teacher/student activities; use of graphic organizers/thinking maps; etc.).

- Part II (~30 minutes) Conduct a mini-seminar discussion on implications for instruction, by aiding deeper exploration of the topic through posing higher order questions and facilitating participants in thinking deeply about the topics. Articles (full sources or excerpts) and/or facts sheets and/or synopses (such as Current Practice Alerts from *TeachingLD* http://teachingld.org/resources) and/or case study scenarios (and so on) may be used to support the discussion..

- The presentation concludes with:
  o A wrap-up activity (~15 minutes) that requires class members to make personal connections to the topics.
  o Q & A

- The presentation also includes sharing with participants supporting information, which is available electronically (submitted to the instructor, who posts the files on Bb) and includes:
  o A summary (e.g., as a file in PowerPoint, Word or PDF format; as a video; as a podcast) and
  o Two (2) or more resources on the topic, which may include copies of templates used in activities (must be in adherence with copyright regulations).
  As appropriate, sources must be cited and presented in APA format.

Presentation materials are due to the instructor by the start of the class session in which the team project is presented both electronically via the Bb assignment drop box and in hard copy in class.

Following completion of the project in-class session, the presenter(s) will be asked to evaluate the presentation, including commenting on team members' roles, responsibilities, and

teamwork/effort/participation. This self and team evaluation is due by 6:00 p.m. EST the Sunday following the presentation.

File name protocol: Chap(#)(Descriptor).(file type)
Example: Chap8Overview.ppt
Example: Chap8Handout1.doc
Example: Chap8SeminarDiscussionPoints.pdf

For assistance in selecting research articles, contact:
- Ms. Jackie Peterson, KIHD Librarian: jpetersk@gmu.edu, 703-993-3672, GMU Fairfax campus Krug Hall room 110.
- Anne Driscoll, Reference Librarian, Fenwick Library: adrisco2@gmu.edu, 703-993-3715, GMU Fairfax campus Fenwick Library room A244.

For information on effective presentations and tips, go to:
http://www.the-eggman.com/writings/keystep1.html
http://go.owu.edu/~dapeople/ggpresnt.html
http://www.auburn.edu/~burnsma/oralpres.html
http://www.presentationmagazine.com/Essential_Presentation_skills.htm
http://www.timetomarket.co.uk/presentation-skills-tips_November.htm
http://www.brunel.ac.uk/learnhigher/giving-oral-presentations/index.shtml

For information on effective use of slideshow/PowerPoint presentations, go to:
http://mason.gmu.edu/~montecin/powerpoint.html
http://my.opera.com/vevola/blog/show.dml/275335
http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm (see related links on this web page)

Suggested resources for leading seminar discussions:
http://faculty.quinnipiac.edu/libarts/polsci/discussion.html
http://pegasus.cc.ucf.edu/~janzb/courses/seminarleading.html
http://www.brunel.ac.uk/learnhigher/participating-in-seminars/Facilitating_discussions.pdf

Recommended books:
Garmston, R. (2005). *The Presenter's Fieldbook: A Practical Guide.* Norwood, MA: Christopher-Gordon.
Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn.* Alexandria, VA: ASCD.

V. Signature Assignment: Secondary Curriculum Unit Plan Project (35% of final grade)

This signature assignment is standard to all sections of EDSE 629 as of Spring 2012. It is provided below as per approved by the Division of Special Education and disAbilities Research.

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:
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:
Using Virginia Standards of Learning (SOL) in a secondary-level core content area, the student creates 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:
Provide a lesson for the unit (e.g., from an Internet or other published resource; one you or a colleague have authored/used in the past) and adapt it to make it more accessible for the class of learners that you described. For the selected lesson plan, provide the following (original in regular print, adaptations in **bold print** or highlighted text):

      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 unit plan. Both of these lesson plans must integrate *evidence-based teaching methods and strategies*. As you write the lesson plans, consider the most effective ways to:
   a. Identify and prioritize areas of the general curriculum and
   b. 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:
Create two assessments and identify where in the scope and sequence of your instruction each assessment occurs. Your assessments should:
   a. Require students to demonstrate their 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

The Unit and Lesson Plan Project is the Signature Assignment for this course. As such, students submit their work to their portfolios on TaskStream. The project addresses the following knowledge and skills.
- Possesses a repertoire of research-based instructional strategies for individualized instruction.
- Promotes positive learning results in general and special education curricula.
- Modifies learning environments.
- Emphasizes the development, maintenance, and generalization of knowledge and skills.

Students may work on their own or in pairs or triads; however, the response requirements differ for each configuration of contributors.
- Students working alone adhere to the number of items noted above.
- Students working in pairs or triads submit:
   o Two (2) annotated lesson adaptations (team effort).
   o One (1) jointly-constructed new lesson plan (team effort).
   o One (1) independently constructed lesson plan created by each team member (i.e., a different lesson in the unit is created by each team member individually; note each lesson plan's author's name).
   o One (1) jointly-constructed assessment (team effort).
   o One (1) independently constructed assessment created by each team member (i.e., a different assessment in the unit is created by each team member individually; note each assessment's author's name).

Drafts of the project will be shared with peers for review and feedback in phrases as noted on the course calendar. Peers will be asked to verify that the assignments they review are complete (all components are present) and the quality of the written project meets graduate level writing standards.

At the last class session each student hands in the print version of his/her project and brings a visual/poster summary of his/her project. Any instructional tool/aid created for the application of the strategy is included in the visual/poster summary.

The Secondary Curriculum Unit Project/Signature Assignment is due via posting on TaskStream and the course Blackboard assignment drop box by 4:30p on the last day the course meets.

Secondary Curriculum Unit Project
File name protocol: (LastF)629SCUP.(type)

Example: AsenS629SCUP.doc
Example: AsenS629SCUP.pdf

EDSE 629-668 Spring I, 2012 Course Calendar   *** = Evidence Based Practices**

The course syllabus is dynamic—it may change according to students' needs, formative evaluation of course effectiveness, and unpredicted opportunities and events.

- For **ALL** assignments that require written/hard copy work, **to be considered submitted on time** the print version must be handed in no later than the start of the designated class at which the assignment is due.
- **Bring your textbook to class each session.**

Class	Topics for Class This Week	Assignments for *Next* Class

Class 1 **1/10/12**	• The 5 E's
	• Who are high-incidence secondary students? What factors hinder performance?
	• Course Overview / Syllabus
	• Topics & Teams (resource artifacts and chapter projects)
	• Registration & Other Housekeeping
	• How People Learn*
	• Activating prior knowledge: views of adolescence
		For 1/17/12 class 2:
		• Read Chapter 1 Introduction to Adolescents with High-Incidence Disabilities and Chapter 2 Adolescence and Youths with High-Incidence Disablities
		• Read/review all components at: http://www2.gsu.edu/~mstmbs/CrsTools/Magerobj.html#Objectives%20Defined (in Google, search Mager's tips on instructional objectives)
		• Complete the IRIS module How People Learn HPL
		• Bring to class:
		  o Written responses to HPL module handout about the 4 lenses.
		  o Response log for Chapter 2

Class 2 **1/17/12**	• Chapter 2 responses
	• How People Learn conclusions*
	• Structure of Curriculum
	• Instructional Design (ID) considerations*
	• Goals, objectives, observable behaviors, and their relationships to assessments*
	• Lesson Structures*
	• Generative vs. Supplantive Strategies*
	• Course assessments
	• Activating prior knowledge: co-teaching*
		For 1/24/12 class 3:
		• Read Chapter 3 "Co-Teaching and Collaboration at the Secondary Level"
		• Read Current Practice Alert on co-teaching
		• Read "Don't Water Down! Enhance: Content Learning Through the Unit Organizer Routine" (TEC article)
		• Read "Teaching Pre-Service Teachers To Design Inclusive Instruction: A Lesson Planning Template"
		• Bring to class:
		  o Response log for Chapter 3
		  o Examples of unit and lesson plan formats you use/have used

Class	Topics for Class This Week	Assignments for *Next* Class

Class 3
1/24/12
	• Chapter 3 responses*
	• Unit and lesson planning*
	• Effect size of interventions*
	• Continue investigations*
	• Activating prior knowledge: effective instruction and behavior management*
		For 1/31/12 class 4:
		• Read Chapter 4 "Effective Instruction and Behavior Management"
		• Read Current Practice Alert on graphic organizers (GO's)
		• Read "Using Scaffolded Instruction to Optimize Learning"
		• Read Current Practice Alert on direct instruction
		• Read/review IRIS module Providing Instructional Supports: Facilitating Mastery of New Skills
		• Bring to class:
		  o Response log for Chapter 4
		  o An example of a pair of scaffolded graphic organizers
		  o A written example of a pair of scaffolded response requirements
		  o Written statement of draft ideas (audience, content, resources, references, and format) for your Resource Artifact (to be shared for feedback from peers)

Class 4
1/31/12
	• Chapter 4, IRIS module, and article responses
	• Presentations/activities on Chapter 4 " "Effective Instruction and Behavior Management"
	• Peer review of Resource Artifact planning
	• Continue strategies investigations
	• Activating prior knowledge: reading instruction
		For 2/7/12 class 5:
		• Read Chapter 5 "Reading Instruction"
		• Read/review IRIS module PALS (Peer Assisted Learning Strategies): A Reading Strategy for High School
		• Read/review IRIS module CSR: A Reading Comprehension Strategy
		• Bring to class:
		  o Response log for Chapter 5
		  o A Venn diagram with semantic prompts that compares and contrasts PALS and CSR (see 1/31/12 reading, Figure 2, page 3 for a model)
		  o Resource Artifact

Class	Topics for Class This Week	Assignments for *Next* Class
Class 5 **2/7/12**	• Chapter 5, IRIS modules, and articles responses • Presentations/activities on Chapter 5 "Reading Instruction" • Resource Artifact presentations • Continue strategies investigations • Activating prior knowledge: written language instruction	For 2/14/12 class 6: • Read text Chapter 6 "Written Language Instruction" • Read/review IRIS module SRSD: Using Learning Strategies to Enhance Student Learning • Read Current Practice Alert SRSD • Read/review IRIS module Improving Writing Performance A Strategy for Writing Persuasive Essays • Bring to class: o Response log for Chapter 6 o Use a modified version Ms. Lin's graphic organizer (in the IRIS module) for your notes about the 4 steps toward implementing a successful writing program based on class readings
Class 6 **2/14/12**	• Chapter 6, IRIS, and reading responses • Presentations/activities on Chapter 6 "Written Language Instruction" • Continue strategies investigations • Activating prior knowledge: mathematics instruction	For 2/21/12 class 7: • Read text Chapter 7 "Teaching Mathematics to Adolescents with High-Incidence Disabilities" • Read/review IRIS module High-Quality Mathematics Instruction: What Teachers Should Know • Read "Implementing CRA with Secondary Students with Learning Disabilities in Mathematics" • Bring to class: o Response log for Chapter 7 o Describe in writing and/or with graphics an example of matching an abstract step with a concrete manipulative (CRA step 4; p.273 in the article) for a stated, specific mathematics topic. o Draft of Content Area Unit & Lesson Plans Project, phase 1
Class 7 **2/21/12**	• Chapter 7 and CRA responses • Presentations/activities on Chapter 7 "Teaching Mathematics to Adolescents with High-Incidence Disabilities" • Peer review/feedback, Content Area Unit & Lesson Plans Project, phase 1 • Continue strategies investigations • Activating prior knowledge: study skills instruction	For 2/28/12 class 8: • Read text Chapter 8 "Study Skills Instruction" • Read "Brain Based Teaching and Learning" article • Read " Cognitive Behavioral Interventions: Strategies to Help Students Make Wise Behavioral Choices" • Read/review IRIS module Universal Design for Learning • Bring to class: o Response log for Chapter 8 o Written response: A specific example of an improvement to my current instructional practices that incorporates UDL and brain based education is… o Draft of Content Area Unit & Lesson Plans Project, phase 2

Class	Topics for Class This Week	Assignments for *Next* Class
Class 8 **2/28/12**	• Chapter 8, IRIS, and article responses • Presentations/activities on Chapter 8 "Study Skills Instruction" • Peer review/feedback, Content Area Unit & Lesson Plans Project, phase 2 • Continue strategies investigations • Activating prior knowledge: social skills instruction	For 3/6/12 class 9: • Read text Chapter 9 "Social Skills Instruction" • Bring to class: o Response log for Chapter 9 o Draft of Content Area Unit & Lesson Plans Project, phase 3
Class 9 **3/6/12**	• Chapter 9 responses • Presentations/activities on Chapter 9 "Social Skills Instruction" • Teacher Expectations & Student Achievement (TESA) • Peer review/feedback Strategies Application Project, phase 2 • Continue strategies investigations	For 3/13/12 class 10: • Bring to class: o Content Area Unit & Lesson Plans Project and poster for presentation o Written statement of 2 goals for professional self-improvement based on course content
Class 10 **3/13/12**	• Wrap up on investigations * • Content Area Unit & Lesson Plans project and poster presentations* • Personal goals for improving instructional practices* • Assessments & Evaluations	Rest and Relaxation!!! YEA YOU!!!

Course Expectations – Part II

Absences: There may be an instance when you are not able to attend class. If this unlikely event should occur, it is your responsibility to: (a) notify the instructor in advance via e-mail and voice mail (both are checked daily and up until 3.5 hours before class starting time), (b) notify all presentation teammates sufficiently in advance if you are part of a team with a presentation due on the day you cannot attend, and (c) arrange for collection and promptly obtain notes, handouts, lecture details, and explanations from another student. Students who are absent are held responsible for the material covered and assignments due as if in attendance and as outlined in the course syllabus. Class attendance is crucial to course competence. Please do not request permission to miss a class--you must make your own decision.

Late Work:
- Twenty percent (20%) of the available points for the assignment will be deducted for late submissions during the first week after the due date. After one week from the due date, assignments will be penalized an additional 10% of the total available score for each week they are late. Thus, an assignment that is two weeks late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. ***After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.***
- The point deduction will be made after the grading is complete. For example, in the case of an assignment initially worth 10 points that is handed in one week late for which the student score is 9 out of 10 points, the student's grade would be a 9 (of 10) points earned minus 20% of the assignment total points, which is 2 points, resulting in a grade of 7 points. If the assignment is 2 weeks late, the student's grade would be a 9 (of 10) points earned minus 30% of the assignment total points, which is 3 points, resulting in a grade of 6 points.
- ***The date that the assignment was received in hand as a print/hard copy by the instructor will be considered the date submitted.*** Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Use of Computers, Cell Phones, PDAs, iPads, and other electronic devices: The use of computing/electronic devices during class is permitted only for educational purposes relevant to the class. Checking e-mail, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counter productive unless the instructor in advance acknowledges an explicit, specific need for the access of information or other uses (e.g., to collate and organize information into a graphic tool). Students engaging in such conduct during class time will not be permitted use of devices in class and the breach will be considered in assessing class participation as non-attendance for one hour and for the topic at the time of the indiscretion. For each repeated offense, the penalty will be reapplied. If, for emergency reasons, you must be available via cell phone, please seek permission from the instructor in advance of class and, if access is granted, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

Use APA guidelines from an APA manual for all major course assignments unless otherwise stated. Some Internet sites attempt to reduce the APA manual to only a few pages. Often there are errors on these websites, nor do the websites give clear, high quality information on writing. All assignments for this course are scored according to the written language and technical aspects of organizing and citing content using the APA style.

Use person-first language in class discussions and written assignments. Please refer to "Guidelines for Non-Handicapping Language in APA Journals". http://www.apastyle.org/disabilities.html
Subscribe to the GMU/GSE Special Education list serve if you do not already receive list serve announcements. Please subscribe to the GMU/GSE Special Education list serve to receive important program updates and announcements. You can subscribe or unsubscribe the listserv via e-mail:
- Address an e-mail message to listserv@listserv.gmu.edu
- Put the following in the body of the message: subscribe SPECIAL-EDUCATION-PROGRAM-L yourfirstname yourlastname
- A confirmation message will be sent to your e-mail address asking you to confirm your subscription request. You must reply to this message with ok in the body of the message. Leave the subject unchanged.

Use the GMU Blackboard site to refer to, post, and access important information for this course. https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp

Use the GMU Special Education Cohort web site: http://gse.gmu.edu/programs/sped_cohort_program/
This site includes information to assist cohort participants, including announcements, a cohort handbook, and cohort specific information. For additional assistance with cohort and outreach program queries, please contact Pam Baker (pbaker5@gmu.edu).

General Directions for Assignments

Please retain a copy of each of your assignments in addition to copies submitted.

Written components for all assignments should: be printed via electronic means (e.g., using word processing); are due on the dates and times indicated; and must be submitted both in print and electronically as noted in this syllabus. Consult with the instructor in advance if there is a problem. In fairness to students who make the successful effort to submit assignments on time, grades will reflect promptness (or degree of delinquency).

All work must follow sensible, well-known guidelines. Documents created in word processing should be:
- Double-spaced,
- Have at least 1" margins all around,
- Use a common legible type (e.g., Arial; Times New Roman), and
- Use a 12-point font in black (though color may be used for hyperlinks or when necessary for distinguishing points for which color is required).

There are many resources on the web on PowerPoint (or electronic slideshow) guidelines / do's and don'ts—please review and apply these.

All work must include the student's name, course-section (EDSE 629-669), and date of the submission/version. For Word and PDF documents, include this information **and** pagination in a document header and/or footer; for PowerPoint files, note the identifying information in the first slide.

Electronic copies of written work must be in either MS Office applications (Word or PowerPoint) or Adobe Acrobat (PDF format). For images and sound/video, JPG or GIF files and wav and mp4 files are acceptable when such format use is appropriate. **Please do not use Publisher or BMP files**. If you have questions about file formats, contact the instructor.

For electronic file names, do not use any spaces or non-alphabetic or numeric characters in file names (e.g., do not use dashes, underscores, or dots/periods embedded in the file name stem). Start the file name with your LastF (for last name d first initial; use your middle initial as well if someone in the course has the same first and last name). Follow your name with a product description (see samples in syllabus). Use upper and lowercase letters to distinguish components (e.g., AsenSRdgFluencyTool.doc) to signify the last name, first initial, assignment topic). If you have questions, contact the instructor. Files

that are not named using the convention protocol described above may be returned to the student, particularly as sometimes files named otherwise cannot be opened by different computer operating systems and applications versions.
Example of YES!: AsenSmemory.doc
Example of NO!: Sheryl_A. memory.pub

If you experience difficulties with the writing process, documentation of your work and efforts with the GMU Writing Center to improve your skills must be submitted to the instructor. (See Campus Resources in this syllabus.)

Please note that for all course related activities, student and family privacy must be protected in all written, visual, and oral communication. Please refrain from including any information that would jeopardize compliance with FERPA regulations
(http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html).

TaskStream

In addition to submitting the signature assignment required for this course separately to the instructor, the signature assignment must be ***submitted electronically*** to Mason's NCATE management system, TaskStream: (https://www.taskstream.com) ***by 4:30p the day of the last class meeting.***

Be sure you submit your assignment to the correct course/professor (you must change the designation from your last submission): EDSE 629-669, Dr. Sheryl Asen.

Note: As of the Fall 2007 semester, every student registered for any EDSE course is required to begin submitting signature assignments to TaskStream regardless of whether a course is an elective 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), which will turn into an F nine weeks into the following semester if not changed by the instructor. A grade change will be submitted only upon posting the Signature Assignment to TaskStream.

Please go to TaskStream to view the specific portfolio assessment criteria for the signature assignment for EDSE 629.

Relationship of Courses to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Intellectual Disabilities. 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.

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 are addressed in this class include 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: (selected competencies)
- 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 other's 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.

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 para-educator related to instruction, intervention, and direct service.

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 e-mail 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 e-mail 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/].

COURSE ASSESSMENT MATRICES

NAME:

	ATTENDANCE, PREPAREDNESS*, PARTICIPATION, & PROFESSIONAL DISPOSITION are required in each class session to earn points for that class session. Points for major assignments are noted in each assessment matrix. *Submitted on time; complete; of sufficient quality /10 points	Point Value for Items Due	Earned Points*
Class 2	☐Attendance ☐Preparedness ☐Participation ☐Professional Disposition • HPL response	1	
Class 3	☐Attendance ☐Preparedness ☐Participation ☐Professional Disposition • Examples of unit and lesson plan formats	1	
Class 4	☐Attendance ☐Preparedness ☐Participation ☐Professional Disposition • Paired scaffolded examples (graphic organizers; response requirements)	1	
Class 5	☐Attendance ☐Preparedness ☐Participation ☐Professional Disposition • Venn diagram with semantic prompts	1	
Class 6	☐Attendance ☐Preparedness ☐Participation ☐Professional Disposition • Graphic organizer for notes about the 4 steps toward implementing a successful writing program	1	
Class 7	☐Attendance ☐Preparedness ☐Participation ☐Professional Disposition • CRA step 4 example	1	
Class 8	☐Attendance ☐Preparedness ☐Participation ☐Professional Disposition • Written response: specific example of an improvement to current instructional practices that incorporates UDL and brain based education	1	
9	☐Attendance ☐Preparedness ☐Participation ☐Professional Disposition		
10	☐Attendance ☐Preparedness ☐Participation ☐Professional Disposition		
Overall	I have: • Attended each class for the full session* • Come prepared with all assignments completed*, • Put appropriate effort into participating in class activities, • At all times exhibited proper professional dispositions. *Exceptions require instructor approval	3	

Total Points Earned:

NAME:

CH#	RESPONSE LOGS & PROFESSIONAL GOALS / 10 points Log: Recording three (3) personal insights about research and evidence-based practices for instruction gained from the chapter reading.	Point Value	Earned Points
2	"Adolescence and Youths with High-Incidence Disabilities"	1	
3	"Co-Teaching and Collaboration at the Secondary Level"	1	
4	"Effective Instruction and Behavior Management"	1	
5	"Reading Instruction"	1	
6	"Written Language Instruction"	1	
7	"Teaching Mathematics to Adolescents with High-Incidence Disabilities"	1	
8	"Study Skills Instruction"	1	
9	"Social Skills Instruction"	1	
Goals	2 goals for professional self-improvement based on course content	2	

Total Points Earned:

RESOURCE ARTIFACT / 15 points	Point Value	Earned Points
Peer review partner printed name and signature:	(Peer reviewer assesses his/her contribution on his/her own matrix.)	
Participates in peer review, providing review partner with a careful reflection upon: • The quality of content (appropriate content, appropriate for audience[s] and meaningful information) • The quality of writing (graduate level conception and execution)	1	
Creates a resource artifact (brochure; fact sheet; web page; podcast; etc.) that is: • Appropriate for/matches needs of the target audience • Appropriate for the topic • Appealing/engaging in appearance • Easy to navigate/use • Easy to understand (e.g., jargon free; written at an appropriately accessible reading level) • Reflects professional standards for quality of expression and mechanics) • Sufficient in scope and stands alone as a serviceable resource	1 1 1 1 1 1 1	
Presents to the class a poster with accompanying artifact sample that provide: • A clear overview of the resource that summarizes the topic, its relevance to the target audience (noting a tie to secondary student needs), and the artifact's Intended use • Opportunity for the artifact to be examined (in part or whole, depending on practicality; e.g., representative screen shots if a video; script if a podcast; photo of assembled bulletin board) in the sharing activity	2 1	
Submits along with the created resource artifact a: • Succinct written statement of the poster's features/points • An annotated bibliography of 3 reliable sources used to create the resource artifact	1 3	

Total Points Earned:

NAME:

	CHAPTER PROJECT / 30 points	Point Value	Earned Points
Presentation (Parts 1 and 3)	• Engages class members in a presentation reflecting teamwork and creativity.	1	
	• Provides activities that:		
	o Represent major components of the chapter selection	3	
	o Are carefully planned (sequence and flow are logical and aid understanding), paced, and managed	2	
	o Apply selected on-topic, representative *research-based strategies* from the readings and/or other researched-based resources; also may include some *research-based strategies* that have been successful in team members' instructional settings	5	
	o Use instructional tools/aids appropriately	1	
	• Encourages and responds appropriately to questions, comments, and interactions.	1	
	• Provides a brief "wrap up" activity that requires class members to make personal connections to the topics.	2	
Seminar Discussion (Part 2)	• Focuses on relevant topic(s), using appropriate materials (e.g., articles; case studies) to support the discussion topics.	3	
	• Poses preplanned questions on the topic that stimulate discussion, higher order thinking (analysis, synthesis, and evaluation. and reflection about implications for instruction.	3	
	• Facilitates the discussions by: asking additional questions to stimulate discourse; making sure no one dominates the discussion; inviting and encouraging contributions from all students; ensuring only one member of the group speaks at a time; ensuring the discussion remains relevant and doesn't drift off topic; and summarizing or rephrasing a speaker's point.	3	
	• Summarizes the discussion.	1	
Resources	Creates and shares multiple handouts that serve as useful resources for and/or as a reference about key points.		
	o A summary (e.g., as a file in PowerPoint, Word or PDF format; as a video; as a podcast)	1	
	o Two (2) or more resources on the topic, which may include copies of templates used in activities (must be in adherence with copyright regulations).	2	
Commnic.	• Communicates orally with clarity, precision, and engagement; does not read text and messages to audience unless appropriate (e.g., quotes, for emphasis).	1	
	• Composes on a level that reflects graduate-level standards for written communication. Cites references appropriately.	1	
Eval.	Appropriately completes project self-evaluation. (Self-assessments are considered part of the course requirements for participation.)	Y/N	

Total Points Earned:

Reflection/comments. Include evaluation of team functioning, your contribution, and what you gained from the experience.

NAME:

Secondary Curriculum Unit Plan / Signature Assignment (page 1 of 2) / 35 points			Point Value	Earned Points

Phase 1 Reviewer:	Environment & Learner Description	• Provides a description of the target learners and classroom by clearly describing/explaining the demographics of the target class, including:
		  o The similarities of and differences among the special education and general education individuals in the target class, including sociocultural demographics.
		  o The special education learners' mild to moderate exceptionalities.
		  o The impact of the exceptionalities and sociocultural factors on the special education learners' academic abilities, social abilities, attitudes, interests, and values.
		• Discusses explicitly and accurately the educational Implications of characteristics of these learners, with and without exceptional learning needs, on instructional planning.
			3	

	SOL & Unit Map	• Identifies the unit theme and VA Standards of Learning (SOL)
		• Discusses extensively the selected SOL within the context of the target classroom, including:
		  o Justifying the explicit need for the unit and
		  o Demonstrating knowledge of the scope and sequence of general education curricula.
		• Creates a unit map that:
		  o Identifies the grade level, content area, and an SOL from a secondary-level curriculum area on which the unit and lessons are based.
		  o Relates the SOL to the academic content of the selected classroom.
		  o States unit goal(s), a terminal behavioral objective, and learning behavioral objectives.
		  o Prioritizes areas of the general curriculum for learners with mild to moderate exceptional learning needs.
			4	

Phase 2 Reviewer:	Unit Plan	• Develops a block-scheduled unit calendar detailing how concepts will be sequenced and connected from one lesson to the next throughout the Unit. • Determines modifications to the pace of instruction to meet learners' needs. • Selects and corrrelates to lessons instructional strategies and materials. • Specifies adaptations to unit strategies and materials according to characteristics of the learners with mild to moderate exceptionalities in the target class.	3	

	Assessments	• Develops at least two assessments (one formative and one summative; total number depends on team configuration) created for the target learners with mild to moderate exceptionalities that:
		  o Evaluate students' learning of the stated objective(s) and key concept(s).
		  o Scaffold, accommodate, and modify response requirements as appropriate for the learners.
		  o Provide guidance for future instruction.
		• Provides answer keys and/or sample of acceptable responses to all assessments, including leveled versions.
			6	

Secondary Curriculum Unit Plan / Signature Assignment (page 2 of 2) / 35 points			Point Value	Earned Points
Phase 3 Reviewer:	Unit Lesson Plans with EBPs	- Develops, for a specified number of sequential days of the unit's calendar (e.g., one week) explicit lesson plans that connect concepts from one lesson to the next. - Prepares comprehensive individiual daily lesson plans for these sequential days that include: - Age and ability appropriate instruction that focuses on teaching essential concepts, vocabulary, and content across the general education curriculum. - Evidence-based practices (EBPs)--teaching methods and research-supported metacognitive strategies that use specialized instructional approaches appropriate for the abilities and needs of the learners with mild to moderate exceptional learning needs. - Integrates into the lesson plans task analyses, strategies for maintenance and generalization of skills across learning environments, and instructional and assistive technologies. - Integrates into instruction student initiated learning experiences (studet self-directed learning in which students determine how to reach desired learning outcomes). - Provides comprehensive lesson plans that are written with high levels of detail such that a substitute teacher could implement the lessons.	8	
	Student Accommodations & Modifications	- Provides a comprehensive plan for differentiating instruction through accommodations and modifications as appropriate for the exceptional learners in the target classroom. - Differentiates instruction to assist the targeted diverse learners in accessing to the general education curriculum through incorporating evidence-based practices that are realistic for the context and learners described. - Adapts the selected instructional strategies and materials according to characteristics of the learners': - mild to moderate exceptional learning needs and - cultural, linguistic, and gender differences. - Describes comprehensive options for students in/through: - Learning and applying strategies to compensate for learner deficits and to strengthen abilities in: - Perception - Comprehension - Memory and retrieval of information. - Scaffolding content, materials, tasks, and responses. - Integrating technology with appropriate adaptations. - Providing organizational cues in lessons and activities. - Pacing instruction. - Describes specific strategies to help prepare the learners with mild to moderate exceptionalities for the formative and summative assessments.	8	
All Reviewers	Communication	- Communicates with clarity and precision. - Uses sequence and flow that are logical and aid understanding. - Reflects graduate school level conception. - Reflects graduate school level execution (mechanics, presentation). - Uses current APA format where appropriate. - Attaches relevant appendices, including copies of instructional tools/aids used for unit and lesson implementation. - Follows course requirements for major learning activities.	3	

Total Points Earned:

EDSE 629 Secondary Curriculum Unit Plan Assignment Rubric, Division of Special Education and Human disAbilities Research Spring 2012

Phase 1 review:	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Standard(s) of Learning (SOL) and Unit Map CEC/IGC Standard 4, 7	Candidate selects an SOL from a secondary-level curriculum area but provides only a partial explanation of how the SOL relates to the academic content of the selected classroom.	Candidate clearly identifies an SOL from a secondary-level curriculum area and relates it to the academic content of the selected classroom.	Candidate clearly identifies an SOL from a secondary-level curriculum area and relates it to the academic content of the selected classroom and prioritizes areas of the general curriculum for learners with mild to moderate exceptional learning needs. Candidate provides an extensive discussion of the SOL within the context of the selected classroom that clearly justifies the need for the Unit and demonstrates knowledge of the scope and sequence of general curricula.
Environment and Learner Descriptions CEC/IGC Standard 3, 4, 7	Candidate provides a partial description of the target classroom situation including a limited description of the learners with mild to moderate exceptionalities. Candidate includes a limited explanation of the educational implications of characteristics of various exceptionalities, similarities and differences of and among individuals with and without exceptional learning needs and how these issues will affect unit development. These limited explanations do not provide a clear and comprehensive picture of the environment and learners nor the impact these issues have on instructional planning.	Candidate provides a clear description of the target classroom situation including a description of the learners with mild to moderate exceptionalities (impact of learners' academic and social abilities, attitudes, interests, and values), grade level, and content of lessons. Candidate includes an explanation of the educational implications of characteristics of various exceptionalities, similarities and differences of and among individuals with and without exceptional learning needs. However, how these issues impact instructional planning is evident, but inconsistently accurate.	Candidate provides a clear description of the target classroom situation including a description of the learners with mild to moderate exceptionalities (impact of learners' academic and social abilities, attitudes, interests, and values), grade level, and content of lessons. Candidate includes a clear explanation of the educational implications of characteristics of various exceptionalities, similarities and differences of and among individuals with and without exceptional learning needs and how these issues will affect instructional planning. How these issues impact instructional planning is evident and accurate.

EDSE 629 Secondary Curriculum Unit Plan Assignment Rubric, Division of Special Education and Human disAbilities Research Spring 2012

Phase 2 review:	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Secondary Curriculum Unit Plan Assignment Rubric, Division of Special Education and Human disAbilities Spring 2012	Candidate develops a block-scheduled calendar and details how concepts will be sequenced. Candidate determines how to modify the pace of instruction to meet learners' needs and selects and adapts instructional strategies and materials according to characteristics of the learners with mild to moderate exceptionalities but provides an incomplete explanation of how the pace of instruction will be modified. These limited explanations leave significant gaps in the scope and sequence of the calendar.	Candidate develops a block-scheduled calendar and details how concepts will be sequenced. Candidate determines how to modify the pace of instruction to meet learners' needs and selects and adapts instructional strategies and materials according to characteristics of the learners with mild to moderate exceptionalities.	Candidate develops a block-scheduled calendar and details how concepts will be sequenced. Candidate determines how to modify the pace of instruction to meet learners' needs and selects and adapts instructional strategies and materials according to characteristics of the learners with mild to moderate exceptionalities. Candidate plans a Unit that includes clear plans for connecting the concepts from one lesson to the next throughout the Unit.

EDSE 629 Secondary Curriculum Unit Plan Assignment Rubric, Division of Special Education and Human disAbilities Research Spring 2012

Phase 2 Review:	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
One Week Lesson Plans with Evidence Based Practices CEC/IGC Standard 3, 4, 7	Candidate prepares incomplete lesson plans for a given week of the unit's calendar and fails to include evidence-based teaching methods and strategies. Candidates provide only a partial description and fail to integrate research-supported metacognitive strategies. These limited explanations leave significant gaps in the lesson plans.	Candidate prepares comprehensive lesson plans for a given week of the unit's calendar that include evidence-based teaching methods and research-supported metacognitive strategies. Candidate focuses lesson plans on teaching essential concepts, vocabulary, and content across the general curriculum, include age and ability appropriate instruction and use specialized instructional strategies appropriate to the abilities and needs of the learners with mild to moderate exceptional learning needs.	Candidate prepares comprehensive lesson plans for a given week of the unit's calendar that include evidence-based teaching methods and research-supported metacognitive strategies. Candidate focuses lesson plans on teaching essential concepts, vocabulary, and content across the general curriculum, include age and ability appropriate instruction and use specialized instructional strategies appropriate to the abilities and needs of the learners with mild to moderate exceptional learning needs. Candidate integrates task analysis, strategies for maintenance and generalization of skills across learning environments, and instructional and assistive technology into the lesson plans as appropriate. Candidate develops comprehensive lesson plans that are written with high levels of detail such that a substitute teacher could carry them out. Candidate includes clear plans for connecting the concepts from one lesson to the next throughout the week and strategies for integrating student initiated learning experiences into ongoing instruction.

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Phase 3 review:	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Accommodations and Modifications CEC/IGC Standard 3, 4	Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with mild to moderate exceptional learning needs but makes limited instructional decisions and fails to provide a clear plan for differentiated instruction, inappropriate adaptations or technology for students with varying abilities and uses information from the text and from lectures on adaptations and modifications or for the impact the students' disabilities may have on auditory and information processing. Candidate provides only a partial or limited description of accommodations.	Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with mild to moderate exceptional learning needs. Candidate provides a thorough description of a variety of accommodations and/or modifications showing how these diverse learners will receive access to the curriculum. Candidate prepares comprehensive lesson plans inclusive of differentiated instruction, appropriate adaptations and technology for students with varying abilities and uses information from the text and from lectures on adaptations and modifications. Specifically, the candidate includes a comprehensive description of the pace of instruction, organizational cues, technology integration, levels of support as related to the needs of the students, and instructional methods to strengthen and compensate for deficits in perception, comprehension, memory and retrieval of information.	Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with mild to moderate exceptional learning needs. Candidate provides a thorough description of a variety of accommodations and/or modifications showing how these diverse learners will receive access to the curriculum. Candidate prepares comprehensive lesson plans inclusive of differentiated instruction, appropriate adaptations and technology for students with varying abilities and uses information from the text and from lectures on adaptations and modifications. Specifically, the candidate includes a comprehensive description of the pace of instruction, organizational cues, technology integration, levels of support as related to the needs of the students, and instructional methods to strengthen and compensate for deficits in perception, comprehension, memory and retrieval of information. Candidate includes a comprehensive plan for student accommodations and modifications that is based on evidence-based practices and is realistic for the context and learners described with the goal of strengthening and compensating for deficits in perception, comprehension, memory and retrieval and respond to cultural, linguistic, and gender differences among learners.

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Phase 3 review:	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Formative and Summative Assessments CEC/IGC Standard 3, 4	Candidate develops two assessment examples (one formative and one summative) but provides a limited description of test preparation strategies. This limited explanation leaves significant gaps in the assessment plan.	Candidates develop at least two assessment examples (one formative and one summative) and describe strategies that will be used to help prepare the learners with mild to moderate exceptionalities for these tests.	Candidates develop at least two assessment examples (one formative and one summative) and describe strategies that will be used to help prepare the learners with mild to moderate exceptionalities for these tests. Candidate develops assessments that effectively evaluate students' learning of the stated objective and key concepts and provide guidance for future instruction.

TaskStream Rubric for EDSE 629 Secondary Curriculum Unit Project

Levels/Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
• Develop long range individualized instructional plans. • Select short-range goals and objectives. • Emphasize explicit modeling and efficient guided practice. • Provide an on-going analysis of modifications for individual's learning progress. • Facilitate collaborative planning. • Use appropriate technologies to support instructional planning.	Missing or unclear description of two or more of the elements in "Meets Expectations".	Includes and clearly describes the following elements: • Grade level for the unit. • Content of unit is indicated (e.g., math, English, science, etc.). • SOL addressed in this unit are clearly identified and related to the academic content. • Unit objectives are listed based on the SOL (above) and are measurable (include all 4 components of a measurable objective). • Nine-week Unit Calendar is "seamlessly" formatted and included with curriculum unit • Identifies key topics, activities, relationship to SOL • Lesson plan for each member of the small group is clearly indicated on this unit calendar.	• No errors in written content and format • In depth description and/or comprehensive analysis of the majority of elements • Meets expectations in other elements.

An assessment matrix for the Secondary Curriculum Unit Project, as described in the syllabus, will be shared after the first week of class.

Additionally, at the end of the semester you will be asked to confirm your course self-assessment (points you assign for each major learning activity) and reflect on your growth in the course using the items below.

NAME: Tally of Points	Worth	Self-Assessment: Earned
Attendance, Preparedness, Participation, & Professional Disposition	10	
Response Logs & Professional Goals	10	
Resource Artifact	20	
Chapter Project	30	
Curriculum Unit & Lesson Plan Project	30	
Total	100	
Signature and date:		

Reflection on my growth: