



## George Mason University Graduate School of Education Special Education

### EDSE 629: Secondary Curriculum and Strategies for Students with Disabilities who Access the General Education Curriculum (Section 669)

<b>Instructor</b>	Margaret (Peggy) Weiss	<b>Course Dates</b>	Thursdays, 1/12- 3/15
<b>Phone</b>	703.993.5732	<b>Course time</b>	4:30-8:30pm
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### Course Overview

#### Course Description

Applies research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum.

#### Student Outcomes

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

- Demonstrate knowledge of the federal and state laws that require and provide for instructional services for students with disabilities.
- Demonstrate the ability to develop lesson plans and a topical 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 Individualized Education Program (IEP) goals 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 the Course to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Mild/Moderate Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), 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 ED, LD, and mild ID.

CEC standards addressed in this course 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

All CEC Standards are listed on the following web

site: [http://www.cec.sped.org/ps/perf\\_based\\_stds/common\\_core\\_4-21-01.html](http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html)

**Nature of Course Delivery**

Learning activities include the following:

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

### **General Course Expectations**

This is a graduate level course for professional educators. As such, please be advised of the following expectations for all participants.

#### **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, (d) show evidence of having read/studied material, and (e) complete all in-class assignments to earn class participation grade for each class session.

#### **Workload**

Graduate-level work requires in-depth reading, study, and work on course requirements outside of class time. The general expectation is approximately three hours per week for each credit hour of a course. Students are expected to allot class study and preparation time 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 (6th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for 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 general 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 the class will result in a zero on that assignment and a report of the incident to the Dean's Office.

#### **Be an Informed Student**

Negotiating all the requirements for your Master's and/or VA Licensure is extremely complex. It is recommended that you schedule a phone/email or in-person appointment with the Special Education Advisor, Jancy Templeton ([jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) 703/993-2387). 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 College of Education and Human Development Student Expectations**

All expectations of the University apply to this course. For further information about each, please see the indicated website.

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, program, and instructor 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/>].

### **Course Specific Expectations and Requirements**

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

Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

**Required Text**

Sabornie, E. J., & deBettencourt, L. U. (2009). *Teaching students with mild and high incidence disabilities at the secondary level* (3<sup>rd</sup> ed.). Pearson: Upper Saddle River, NJ. ISBN-10: 0132414058 ISBN-13: 9780132414050

**Blackboard Site**

I will use the Blackboard website for posting of course materials, announcements, and discussion boards. You will be responsible for all material posted on the website. Please check it regularly. An announcement email will be sent to your Mason email account if changes or updates are made to the site.

**Communication with Dr. Weiss**

The most efficient way to contact me is through email. I check email daily at least at 9am and 2pm Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week. Keep in mind that I teach from 4:30-8:30pm. On weekends, I check my Mason account on Sunday evenings around 9pm and will respond to all received then. Do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

**Dr. Weiss's Ideas About This Course**

This is a professional course, directly related to the teaching required in schools. Therefore, my goal is to help students master the skills taught in the course, not to assign grades. As such, I am happy to review drafts of assignments, discuss ideas and progress, and generally provide feedback to students on all aspects of the course at any time before an assignment is due or before the end of the course. I provide grading rubrics for all course assignments and encourage students to follow these as they complete their work. If, at any time, you are confused about course material or assignments, or something is not going as you hoped in the course (e.g., our interactions, interactions with other students, difficulty of the work), please contact me FIRST so that we can problem solve together.

**Late Work**

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students.

I will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. You may submit an assignment

by emailing the assignment to me with a date sent no later than the end of the class on the date due or by having someone bring the assignment to me in hard copy by the same time. Choose the person wisely--if I do not receive the assignment on the due date, it will not be accepted.

### TaskStream

Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). Each course in the program has an identified signature assignment. A signature assignment is a specific assignment, presentation, or project that best demonstrates one or more CEC standard(s) connected to the course. A signature assignment is evaluated in two ways: first is for a grade in the course, based on the instructor's grading rubric and second is for GSE program evaluation. Each student must add the identified signature assignment for each course into the TaskStream portfolio system. TaskStream information is available at <http://gse.gmu.edu/programs/sped/>.

In this EDSE 629 course, the Unit Plan assignment is the signature assignment. 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 semester, the grade becomes an F. Please check to verify your account and your ability to post items to your account at the beginning of the course, not at the end.

### Student Evaluation

<b>Evaluation</b>	<b>Points</b>
Class attendance and participation	100 (10 points each class session)
Teaching reports	50 points (2 @ 25 points each)
Secondary issues paper	50 points
Unit plan*	150 points
<b>Total possible points</b>	<b>400</b>

\*This assignment is the "signature" assignment for TaskStream. Students are required to post the signature case study in GMU's portfolio TASKSTREAM site no later than Midnight on March 15, 2012. Failure to post a signature case study for evaluation will result in an INCOMPLETE grade for the course until posted.

### Grading Criteria

95-100%	A
90-94%	A-
85-89%	B
80-84%	B-
70-79%	C
<69%	F

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

### **Major Course Assignments**

#### **Class Attendance and Participation (10 points each class)**

Participation includes (but is not limited to) showing evidence of having read/studied course readings, completion of weekly class activities, participation in class discussions, and project presentations throughout the semester. I plan each session with the expectation that all students are present and prepared. If you are not in class, 10 points will be deducted from your class attendance and participation grade. If an assignment is due on the date that you miss and it is not turned in by that date, it will not be accepted.

#### **Content Area Unit (150 points—Final due in class March 15; posted to TaskStream by midnight March 15)**

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to prioritize essential concepts and skills and adapt plans and assessments within a curriculum unit. You will also be required to integrate evidence-based instructional strategies 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. The unit plan will include the following components: (See Appendix A for specific instructions)

- Description of target classroom
- Unit planning visual organizer
- Adaptation of a lesson plan
- Two lesson plans
- Two assessments

#### **Secondary Issues Paper (50 points—Due date 2/2)**

This assignment will develop your understanding of the particular issues or barriers germane to serving secondary students with disabilities. Your topic (dropping out, 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. We will choose topics during the second class session. See Appendix B for specific directions.

#### **Teaching Reports (2 @ 25 points each—Due dates 2/9, 3/1)**

For this assignment, you will put any of the methods we have discussed in the course to the test in your classroom. Students working in elementary schools will be paired with a middle school or high school teacher for this assignment. In your pair, you will choose a method from those discussed in the course or reviewed in the course materials. Together, you will develop a lesson plan to use the method in a secondary class. The secondary teacher will implement the lesson in his/her classroom. The two of you will then meet during class time to discuss and reflect upon how the lesson went. The elementary school person in your pair will write up the final report to submit for the pair. The report should include the lesson plan developed, a

summary of the lesson implementation, and specific reflections on the use of the method. See Appendix C for specific directions.

**Course Calendar \*\***

<b>CLASS</b>	<b>DATE</b>	<b>TOPIC(S)</b>	<b>WHAT'S DUE</b>	<b>READING ASSIGNMENT</b>
1	1/12	Introductions, Syllabus Review, Characteristics of Secondary Students with Disabilities		Skim Sabornie & deBettencourt chps 1 & 2
2	1/19	Planning for instruction; units, SOLs, writing goals and objectives		Read: Lenz & Deshler Chapter 7 (on Blackboard)  Review at least one subject area of SOL material at <a href="http://www.doe.virginia.gov/testing/sol/s_tandards_docs/index.shtml">http://www.doe.virginia.gov/testing/sol/s_tandards_docs/index.shtml</a>
3	1/26	Planning for instruction; lesson planning	Draft of target classroom due	Read: Causton-Theoharis, Theoharis, & Trezek (2008)  Review lesson plan form (Blackboard)
4	2/2	Effective teaching behaviors for adolescents; Direct Instruction	Secondary issues paper due; draft of unit organizer due	Read: Lloyd, Forness, & Kavale (1997); Swanson & Deshler (2003) (on Blackboard) Sabornie & deBettencourt chp 4 (p. 84-88, 104-119); DI alert (on Blackboard)
5	2/9	Learning strategies and instruction; reading and writing	Teaching Report #1 due	Read: Sabornie & deBettencourt chp 8; Englert et al., 2009 (on Blackboard); SRSD Alert (on Blackboard)
6	2/16	Learning strategies: writing and math		Read: Sabornie & deBettencourt chp 6, 7; Witzel et al., 2008
7	2/23	Visual organizers	Draft of lesson plan(s) due	Read: Dexter & Hughes, 2011; Ives, 2007; Graphic organizer alert (on blackboard)
8	3/1	Peer instruction	Teaching Report #2 due	Read: Sabornie & deBettencourt chp 3; McMaster, Fuchs, & Fuchs, 2007; Maheady & Gard, 2010; CWPT Alert (on Blackboard)
9	3/8	Memory and management		Read: Sabornie & deBettencourt chp 9; 11; Scruggs et al., 2010; Mnemonics alert (on Blackboard)
10	3/15	Wrap-up, Unit presentations	Final unit due	Read: Sabornie & deBettencourt chp 10

**\*\* Course Calendar subject to change due to unforeseen circumstances.**

## **Appendix A Content Area Unit Plan**

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to prioritize essential concepts and skills and adapt plans and assessments within a curriculum unit. You will also be required to integrate evidence-based instructional strategies 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 (11<sup>th</sup> 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

### Scoring Criteria Sheet Content Area Unit Plan

Item	Points Possible	Points Earned	Comments
Description of target classroom	30		
Visual organizer	35		
Lesson plans	60 (20 points each)		
Assessments	25		
	150		

**Appendix B****Secondary Issues Paper**

The secondary issues paper allows the student the opportunity to explore a topic of interest that affects secondary students in general and students with disabilities in particular. Issues may include depression, substance abuse, gang membership, bullying, etc. Students will choose topics in the second class session.

Students should use data-based sources to write a paper, including the following sections:

Introduction	State the topic of interest, brief description of issue, its prevalence rate in the general adolescent population, its prevalence rate in the adolescent disability population, rationale for concern
Causes	Give an overview of suspected causes of the issue
Importance for teachers	State why the issue is of importance to teachers and how it can impact instruction/education; give warning signs (if applicable)
Resources	Provide five resources for teacher use. Give a location (i.e., article citation, website) and annotation about resource that is less than 200 words

**Scoring Criteria Sheet  
Secondary Issues**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Item	Points Possible	Points Earned	Comments
Introduction	10		
Causes	10		
Importance for teachers	10		
Resources	20		
Total Points	50		

### Appendix C Teaching Report Assignment

The teaching report assignment provides the student with the opportunity to try out the methods learned in class, reflect on implementation, and discuss the trial with others. Each teaching report requires a student pair to complete the following:

<b>Item</b>	<b>Description</b>
Lesson plan	Write or revise a lesson plan for at least one class session that includes any of the methods discussed so far in our class. Include all sections of the lesson plan as outlined in our planning instruction, including lesson goals (see Active Learning template). Give a brief description of the classroom, including students with disabilities.
Implement the lesson plan	Conduct the lesson in a classroom with students with disabilities. (secondary teacher)
Summary	Meet as a pair and discuss how the lesson went. Using the lesson plan as a guide, write a brief summary of what actually happened in each lesson section. Provide specific examples.
Reflection	Write a reflection on the lesson that includes what went right, what went wrong, and how you, as a pair, would revise the lesson for the next time. Also include additional questions you have about using the method.

### Scoring Criteria Sheet Teaching Report

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

<b>Item</b>	<b>Points Possible</b>	<b>Points Earned</b>	<b>Comments</b>
Lesson plan	10		
Summary	5		
Reflection	10		
Total Points	25		