



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

**Summer Session B 2012  
EDSE 629 BS1  
CRN: 41760**

**Course Title: EDSE 629: Secondary Curriculum and Strategies for Students with Disabilities who access the General Education Curriculum**

**Class Meetings:** Tuesdays and Thursdays  
June 4, 2012-July 26, 2012  
Krug Hall 19  
Fairfax Campus  
4:30-7:10 p.m.

**Instructor:** Lori Howard, Ph.D.

[lah9n@cms.mail.virginia.edu](mailto:lah9n@cms.mail.virginia.edu)

### **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.

### **Evidenced-Based Practice (EBP)**

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 Objectives**

The objectives of the course are the following:

- To familiarize participants with the learning characteristics of students with mild disabilities including mental retardation, learning disabilities, and emotional disabilities.
- To familiarize participants with the principles of effective instruction for including students with disabilities in general education classes, including the use and application of prioritizing objectives, adapting materials, instruction, the environment, and evaluation procedures.
- To familiarize participants with strategies for promoting inclusion with classroom peers as peer tutors, assistants, and cooperative learning.
- To familiarize participants with strategies for improving motivation.
- To familiarize participants with strategies for improving attention and memory skills.
- To familiarize participants with strategies for improving study and organizational skills.
- To familiarize participants with strategies for adapting evaluation procedures.
- To familiarize participants with strategies for teaching and adapting language and literacy.
- To familiarize participants with strategies for teaching and adapting math.
- To familiarize participants with strategies for teaching and adapting science and social studies.

### **Student Outcomes**

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

- Demonstrate knowledge of the federal and state laws that require and provide for 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 develop adaptive strategies for successfully including and planning for students with disabilities at the secondary level in both regular (math, science, social studies, English, etc.) and special education classroom environments.
- Demonstrate an awareness of the importance and ability to implement instruction necessary in life skills, employment skills, self-advocacy, independent living, and functional skills, as well as be able to discuss how these might be infused into the curricula at the secondary level.
- Identify the role and responsibilities of the Individual Education Program (IEP) teams as they strive to incorporate transition requirements into the IEP and/or develop an Individual Transition Plan (ITP).
- Develop Individual Transition Plans (ITPs) for the implementation or modification of transition to work programs for students with disabilities.

- Develop and implement strategies in curriculum and strategies to correspond with the Virginia Standards of Learning.

### **Relationship of Courses to Program Goals and Professional Organizations**

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

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

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

#### Standard 4 - Instructional Strategies Skills:

- 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.
- Use strategies to facilitate integration into various settings.

#### Standard 5 - Learning Environments and Social Interactions

Knowledge:

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

- Strategies used by diverse populations to cope with a legacy of former and continuing racism.

#### Skills:

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
- Use universal precautions.

#### Standard 7 - Instructional Planning

##### Knowledge:

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

#### **Nature of Course Delivery**

Learning activities include the following:

1. Class lecture, discussion, and participation.
2. Videotapes and other relevant media presentations.
3. Study and independent library research.
4. Applications with relevant hardware and software. This class is supported by a Blackboard site. Many resources and materials are available on this site.

5. Application activities, including in class evaluation of intervention research and materials.
6. Class presentations of final unit plan
7. Written strategy, application and/or research papers using the American Psychological Association format. The major assignment(NCATE Assignment) in this course is a Content Area Instructional unit.

**Required Texts:**

Sabornie, E.J. & deBettencourt, L.U. (2009). *Teaching students with mild and high-incidence disabilities at the secondary level. (3<sup>rd</sup> edition)*. Merrill an Imprint of Pearson. Upper Saddle River: NJ.

**Recommended (not required) Texts:**

Wiggins, G. & McTighe, J. (2005). *Understanding by Design (2<sup>nd</sup> Edition Expanded)*. Association for Supervision and Curriculum Development (ASCD). Alexandria: VA.

Wiggins, G. & McTighe, J. (2004). *Understanding by Design: Professional Development Workbook*. Association for Supervision and Curriculum Development (ASCD). Alexandria: VA.

**Required Articles:**

Students will have assigned research articles to read and review.  
These are available on the Blackboard site under the Articles folder.

**NOTE:**

This syllabus may change according to class needs.  
If you need course adaptations or accommodations because of a disability (please note that you need to be registered with the ODS, please see below) or if you have emergency medical information to share with instructor or need special arrangements, **please call and/or make an appointment with instructor as soon as possible.**

**More Details of the Course:**

- Assignments are due on the assigned due date. Late assignments will not be accepted unless prior approval has been obtained from the instructor and there will be points deducted. *Late Thought Questions will not be accepted.* (To avoid late penalties, you may send the documents or TQ's to me electronically as email attachments. The time stamp must be before the start of the class. ) Class assignments are due on the assigned due date, if you miss class-the assignment is still due.
- No Incompletes will be allowed in this course.
- The APA (American Psychological Association) style of writing and citation is expected. Please note that we are using the 6<sup>th</sup> edition of the manual.
- 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.
- A note about workload- In-depth reading, study, and work on course requirements require outside class time. Generally, in graduate level courses, students are expected to

allot approximately three hours for class study and preparation for *each credit hour weekly*. In addition, please plan to spend extra time on papers and assignments.

- Please, out of respect for your classmates, turn off your cell phone during class and make your calls during class breaks. Please keep electronic devices (laptops, I pads) off until the Instructor gives permission for them to be used. Please plan to fully participate in class; therefore, limit your tweeting, texting, and checking of email to class breaks.
- General Information: Please use a stapler for all papers that are turned in. Please do not use report covers. All papers (including Thought Questions) should be word processed. At the Instructor's discretion, failure to follow these instructions will result in a point deduction on assignments.
- Class Cancellation: In the event of a class cancellation (often due to weather), please check the GMU website. Prior to class meetings, please check the course Blackboard site as I will post an announcement. I will also send out an all class email (this will go to your GMU account) through Blackboard if a class is cancelled. You are also welcome to email me if you have questions.

### **Expectations For Students in this Course:**

- **Respect for All:**

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

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

- **Attendance:**

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session.

- **Email:**

Please note that your GMU email will be used exclusively for all your GMU courses: Please activate and forward your GMU email to your most-checked account. Go to <http://mail.gmu.edu>. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.

- **Be an Informed Student:**

Negotiating all the requirements for your Master's and/or VA Licensure is extremely complex. It is recommended that you schedule a phone/email or in-person appointment with one of the

Special Education Advisors, Jancy Templeton ([jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) 703/993-2387) or Danielle Williamson ([dwilli19@gmu.edu](mailto:dwilli19@gmu.edu) 703/993-4361). Doing so each semester will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code. Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean's Office.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://ods.gmu.edu/> or call 703-993-2474.
- 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/>].

No.	Assignments	Points
1	<u>Attendance and Participation</u> Class attendance and participation in discussions/small group activities is expected. The instructor reserves the right to deduct points for lack of participation from the student's overall point total. 5 points for attendance/participation. <u>Thought Questions</u> will be required for all reading assignments. There will be 1 question per chapter or article. Further details about Thought Questions (TQ's) will be provided in class. 5 points for Thought Questions.	10 x 10 (100 total)
2	* <u>Lesson Planning</u> Students will be asked to complete a lesson planner. The first LP will be for an adapted LP (from the VA DOE website). More details will be provided in class. The approved lesson plan organizer must be used. 20 points per lesson plan	3 x 20 (60 total)
3.	* <u>Evidence-Based Instructional Strategies</u> Students will be assigned a topic and a small group. Each student must identify 2 research based articles. Each group will prepare a bibliography with annotations and a 10-minute class presentation illustrating how the strategy can be used. More details will be provided in class.	60
4.	* <u>Poster Presentation</u> Prepare and present a poster presentation that provides an overview of your Content Area Instructional unit. More details will be provided in class.	80
5.	* <u>Instructional Unit</u> Develop a Content Area instructional unit. More details and a comprehensive assignment with rubric will be provided in class. This is the NCATE assignment for the course. It <b>must be</b> uploaded to TaskStream.	200
	Please Note: <i>Late Thought Questions will not be accepted.</i> Other late assignments will have a point deduction (20% of total points per class period late). Please plan ahead.	<b>500 Total</b>

*It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD 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.*

### Grading

Total Points Earned 600	Grade
460-500	A
450-459	A-
440-449	B+
400-439	B
360-399	C
359 and below	F

### TASKSTREAM SUBMISSION: Electronic Portfolios



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

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

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

### Course Outline

Session	Date	Topic	Assignments Due
1	6/5	Introduction, syllabus, assignments, and Small Group Activity (SGA) KWL	Assign Small Group for Research Articles Assignment.
2	6/7	Adolescent Learners Legislation; Curriculum, Strategies In class activity: Content and grade for Instructional Unit (SOLs)	Reading Assignment: Chaps 1 and 2 in text. TQ for chap 2 only. **Begin identifying your target class and content area for the Instructional (Content Area) Unit.
3	6/12	Lesson Planning In class activity Lesson Planning Guest Speakers: Ed Linz and Mary Jane Heater-Team Teaching Demo *Please bring your laptop with the LP organizer.	Reading Assignment: Chap 3 in text with 1 TQ. **Please bring your chosen SOL in print form to class. **Please bring your chosen VA DOE LP to class.
4	6/14	Content Area Instructional Unit Review Requirements In Class Unit Time Target class description Concept Mapping	Reading Assignment: Chap 4 in text with 1 TQ. Please review the Lloyd, Forness, & Kavale article (no TQ). 1 <sup>st</sup> LP-Please bring a draft to class. We will go over it and you will have the opportunity to make changes.
5	6/19	Secondary reading Vocabulary, Comprehension, Strategies Instructional Unit	Reading Assignment: Chap 5 in text with 1 TQ. 1 <sup>st</sup> LP Due
6	6/21	Writing strategies In class activity: LP –Please bring the LP organizer to class. This LP should fit within you content area unit. Please bring unit materials to class.	Reading Assignment: Chap 6 in text with 1 TQ. **Target Class Description Due *** Writing Group will share their articles and examples.
7	6/26	Co-Teaching Cooperative Learning (PALS) SGA: Cooperative Learning exercise in class	Reading Assignment: Linz & Heater article (on BB) 1TQ. *** Coop Group will share their articles and examples.
8	6/28	Memory and Mnemonics (PIES) In Class Time to work on Instructional Unit-Assessment/Lesson Planning Grading	Reading Assignment: Chap 7 in text with 1 TQ. Please review the Rubric article (no TQ). 2 <sup>nd</sup> LP Due (1 <sup>st</sup> on your own) *** SGA Mnemonics Group will share their articles and mnemonics.
9	7/3	Study & Organizational skills, Cornell Notes Graphic Organizers (GO) In Class Time to work on Instructional Unit-WHERE	Reading Assignment: Chap 8 in text with 1 TQ. ***GO Group will share their articles and examples.

10	7/5	Study Skills, Test Taking Math, Science, and Social Studies Instruction Content Area Instructional Unit	Reading Assignment: Chap 9 in text with 1 TQ. *** Inquiry-Based Group will share their articles and examples.
11	7/10	IEPs and Transition Plans In class IEP activity with case study Parental Concerns: Working with Parents	3 <sup>rd</sup> LP Due
12	7/12	Social Skills and Self-reliance; self- advocacy: Student led-IEP meetings Accommodations In Class work on Instructional Unit: Focus accommodations, modifications, and instructional strategies (GO, mnemonics)	Reading assignment: Article on Beyond Bowling (1 TQ)
13	7/17	Content Area Instructional Unit (Peer Review) *Please bring your entire instructional unit	
14	7/19	Review Instructional Strategies (cooperative learning, mnemonics, GOs), Study Skills, and content area instruction (science, social studies, special concerns)	
15	7/24	Poster Presentations	Last Class Content Area Instructional Unit Due
16	7/26	Final Exam Day	Reflect and review upon what was covered in course.

## Thought Questions

Purpose: The purpose of this assignment is to ensure that students have read the assigned materials and to encourage consideration of the material as potential special education teachers. At the beginning of each class, students will be instructed to share their questions in a “pair/share” format. They will then be turned in for grading.

Instructions: After reading each week’s assigned reading, the students will compose 1 question per chapter or article. Please see the course schedule for due dates. These questions should relate to the material read and demonstrate thoughtful consideration of the issues/concerns as related to *teaching* in special education. Each question should include 3-4 sentences of the context/background leading up to the actual question. Overall, 1 question (total) should not exceed 1/2 page.

Each Thought Question (TQ) assignment is worth 5 points.

Example:

*In Sabornie and deBettencourt Chapter 6, there is a discussion of the importance of written language. However, in the chapter there is also a statement that written language instruction is often neglected by teachers. They even discuss how you need to create a positive attitude or environment towards writing. My students are very reluctant writers and often loudly protest when I assign any written assignment. I get tired of the struggle. Since I teach science, I often limit the writing. I know it is important to practice writing, so should I have students write every day?*

## Lesson Planning Assignments

Purpose: The purpose of this assignment is for students to apply concepts and strategies discussed in the course to creating lesson plans. Well-designed lesson plans are a foundation of good instruction and provide an opportunity for students to demonstrate how they will incorporate appropriate instructional strategies in future teaching.

Instructions: There will be a total of 3 lesson plans created and submitted for review. Each lesson plan will have specific criteria or subject matter that must be addressed. The following is a list of the lesson plans and what they should address:

**Lesson Plan 1-**This is an adapted Lesson Plan using a model lesson plan from the VA Department of Education Website. Please choose a lesson plan from the VA DOE website that is for a secondary content area. Hint: Choose something that you can use for your instructional unit. Please use the required lesson plan organizer.

Due Date: Please see course outline.

**Lesson Plan 2-**You need to use one of the approved LP organizers. You can use the general organizer, the co-taught or cooperative learning organizer. It should be a lesson to be included in your Content Area Instructional Unit.

Due Date: Please see course outline.

**Lesson Pan 3-**You need to use one of the approved LP organizers. You can use the general organizer, the co-taught or cooperative learning organizer. It should be a lesson to be included in your Content Area Instructional Unit.

Due Date: Please see course outline.

While each of the lesson plans should be for a lesson in your Content Area Instructional Unit, creativity is encouraged. Please consider the instructional strategies that are discussed in class and include them as appropriate for your unit. You can also provide test taking or study skills within any of the lessons. You may also use cooperative learning activities in any of the lessons.

Important: You must use the approved lesson plan templates which are located on blackboard under the assignments button and folder labeled "Lesson Plan." Please note that there is a general lesson plan organizer, a cooperative learning organizer, and a generic lesson plan organizer for co-teaching. You are encouraged to use the co-teaching organizer as it provides prompts to consider when co-teaching; however, any of the approved organizers are acceptable.

Accommodations/Modifications: Each lesson plan has a section addressing special needs learners. You must consider what accommodations will be used for the specific lesson and address what curriculum modifications may be appropriate given the content/SOL of the lesson.

Evaluation: Each lesson plan is worth 20 points. Lesson plans are due at the beginning of the class period and points will be deducted for late lesson plans. The entire template must be

Lesson Plans will be judged on the following:

- SOL stated and written out (instruction must address SOL)
- Class and Number of Students completed
- Rationale of Instruction stated. Please note any accommodations/modifications needed for special needs learners.
- Lesson Objectives (must be stated in SWBAT terms appropriately)
- Evaluation stated with rubrics attached. Must clearly state how you will know that the learners have learned what was being taught
- Accommodations/Modifications completed. Must be appropriate for special needs learners.
- Instructional Sequence stated and appropriate to objectives of lesson. Should engage the learners.
- Resources/Materials must be listed and may include technology.
- Reflections stated. Please consider any things you might want to know after you have taught the lesson. Since these lessons will likely not be taught, this is to make sure that you have thought about what you might want to change or list any concerns you have about the instruction.

Other Information: You will be required to access the VA Department of Education website to identify appropriate VA Standards of Learning (SOL) and a lesson to adapt (required for LP 1).

Lesson plans will be shared in class during small group discussions. Please make sure to attach any rubrics or worksheets to the plan when submitting it for grading.

The completed lesson plans should be included in your Content Area Instructional Unit.

## **Evidence-Based Instructional Strategies Research Review Assignment**

Purpose: The purpose of this assignment is for students to review research articles (evidence of efficacy) of instructional strategies. Students will be provided the opportunity to work in a small group to discuss the articles, prepare a bibliography, and create a 1-page handout with examples/activities of how the strategy could be applied in a secondary classroom.

Instructions: This assignment will have 2 parts: A bibliography and a classroom example/activity.

Part 1: Each student will locate 2 research articles from a peer-reviewed journal. The articles must describe empirical studies (N, population, treatment/control group). Please try to locate articles that discuss a population of secondary students with disabilities. Please do not use “how to” or book/curriculum review articles. Please contact the Educational Librarian, Anne Driscoll, if you need assistance.

Each small group or pair will prepare a bibliography including all of the articles. This bibliography will be done in APA style and format. Additionally, each article needs a 1 paragraph summary of what was done and a 1 paragraph discussion of how/why the strategy can be effectively used in a secondary classroom. Total of 2 paragraphs per article in the bibliography is required. The articles must be printed out and attached to the bibliography when submitted to the instructor.

Part 2: On the assigned date (please see below), the small group will present a summary of their articles and provide an example/activity that illustrates how the strategy can be used in a secondary classroom. The presentation to the class should not exceed 10 minutes. There should be a handout of the bibliography and a 1-page handout of the example/activity. Please provide enough copies for the entire class. Please plan to submit the bibliography with articles attached and the handout to the instructor on this date.

Schedule of Strategies: The schedule for the class presentation of strategies is as follows:

<b>DATE</b>	<b>TOPIC</b>
6/21	Writing Strategies
6/26	Cooperative Learning
6/28	Mnemonics
7/3	Graphic Organizers (GO)
7/5	Inquiry-Based (Science)

Education Librarian Contact Information: Anne Driscoll  
Education Liaison Librarian  
A244 Fenwick Library  
[adrisco2@gmu.edu](mailto:adrisco2@gmu.edu)  
[703-993-3715](tel:703-993-3715)

Grading: This assignment is worth 60 points. The following is how the points will be awarded:

Bibliography-40 points

- Research Articles (empirical studies) from Peer Reviewed Journals
- Correct APA citation
- Accurate Summary of Article (Note: This should be in your own words. Please do not copy the abstract of the article.)
- Appropriate Discussion of how/why strategy can be used
- Spelling/Grammar
- APA style and format correct

Class Presentation/Handout-20 points

**\*\*Note:** There will be a point penalty if presentation exceeds 10 minutes.

- Handout (visual layout, information, spelling/grammar)
- Description of Research
- Applicability of Example/Activity
- Overall Impression (speaking, turn taking, audience engagement)
- All participants must have a role in the presentation.



## Poster Presentation Assignment

Purpose: The purpose of this assignment is for students to prepare and present a “poster” session. This is also an opportunity for students to practice their platform presentation skills.

Overview: The presentation provides an opportunity to share your 9-week Instructional Unit project with your classmates. It should demonstrate how you created your instructional unit and how the content area instruction was addressed. Creativity is encouraged in your presentation.

Schedule: Each presentation will have an assigned time. If you miss your presentation time, a make up will only be allowed if there is sufficient time.

Presentation: Note: All class members are expected to be good audience members (no talking during presentations, participating in presentation as appropriate, staying until everyone has finished their presentation, etc.) The instructor reserves the right to deduct points from the final presentation for failure to observe these guidelines.

### Directions:

1. Be prepared to present a no more than 10-minute oral summary of your instructional unit.
2. Prepare poster boards to use in your presentation
3. Be prepared to explain clearly what you did. You cannot use PowerPoint (PPT) however; you can create slides for use on your poster. You will not have access to the computer or projector.
4. Prepare a one-page summary for classmates.
5. Hand in 1 copy of your presentation materials.

This presentation is worth 80 points.

- Content 25 points
- Sequence of Presentation 5 points
- Speaking/Presentation Style( (Poise) 10 points
- Engagement of the Audience 10 points
- Visual Elements (posters, overheads) 10 points
- Quality of Handouts 5 points
- Overall Impression of Presentation 15 points

Points will be deducted for exceeding the time limit (5 points per minute)

### Scoring Criteria for Presentation:

**Exemplary response:** (75-80 points): Keeps within the time limits; Demonstrates knowledge of research topic and is able to effectively convey information to audience; reflects poise, clarity, knowledge and enthusiasm; effective use of handouts, overheads, prepared materials; keeps the audience engaged

**Adequate presentation:** (65-74 points): Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less prepared or somewhat unclear in understanding of topic.

**Marginal presentation** (55-64 points): Presentation provides relevant information, but demonstrates a limited understanding of topic or project. Style, handouts, or visual may be less than adequate.

**Inadequate presentation** (45-54 points): Weak overall presentation that reflects very little knowledge of topic or project. Appears poorly prepared or has not followed directions. Handouts or visual aids are lacking.

**Unacceptable:** (0-44 points): No presentation or completely unsatisfactory presentation with no relevance to assignment.

Exemplary presentation	Adequate presentation	Marginal presentation	Inadequate presentation	Unacceptable/no presentation
75-80	65-74	55-64	45-54	0-44

## **Content Area Instructional Unit Plan** **\*\* NCATE Assignment\*\***

Purpose: The purpose of this assignment is to design a curricular unit that demonstrates understanding and applicability of special education course concepts. This is a final, culminating experience designed to provide students the opportunity to integrate the concepts in their course of study into their teaching practice.

Due Date: The last night of class. This completed assignment must be uploaded to TaskStream by midnight on July 24, 2012. Please bring your entire unit (hard copy) to our last class meeting in a self-addressed manila envelope. The hard copy will be returned to you.

Instructions: You may choose any high school (secondary) content and grade level to address. You may choose to take a unit that you have previously taught. Or, you may choose to design an entirely new unit based upon your individual needs as a teacher. While each student will turn in their own unit, you may share resources and discuss ideas with other students in this class only.

Resources: In addition to your assigned course text, articles, and notes, you may find the backward design process to be helpful. You may also want to use the Virginia Department of Education website for complete details on the Standards of Learning (SOL). The following books are recommended:

Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development (ASCD). Alexandria: VA.

Tomlinson, C.A. & McTighe, J., (2006). *Integrating Differentiated Instruction and Understanding by Design: Connecting content with kids*. Association for Supervision and Curriculum Development (ASCD). Alexandria: VA.

Blackboard: On the course BB site, under the assignments folder, there is a folder labeled, "Content Area Instructional Unit." This folder contains the assignment, rubric, concept mapping organizer, WHERE template, and other useful materials. Please make sure to download these materials to your laptop so that you can access/use them during class time.

Class Time: This is a large assignment and we will spend time in class on the components. Please note that there will be some interim due dates to have pieces of the unit completed for review. Please plan to bring your laptops and materials to class. Please plan to ask lots of questions and do not leave this assignment until the last minute. This type of assignment can feel overwhelming, but please feel free to ask for feedback. I really do want to help you succeed.

- **Required Components:** This instructional unit must include the following:
  - **Description of the Target Class** In a narrative, provide a clear description of the target classroom situation including:
    - Description of the learners with mild-moderate exceptional learning needs (academic, social abilities, attitudes, interests, and values-think IEP goals)
    - Description of the impact of these characteristics on instruction
    - Grade level
    - Content area (11<sup>th</sup> grade English, Algebra I, etc.).

This course is for students who access the general education curriculum, so you need to focus on a class in which this curriculum is taught. You have the option of describing your own secondary classroom or creating a realistic inclusive “class” of learners. There should be a minimum of 20 students in the class, including those with mild-moderate disabilities.

- **Assessment/Grading**
  - State and/or National Standards (Virginia SOL’s)
  - Goals and Objectives (These can be taken from the SOL)
  - Evaluation/Grading Methods

Please carefully consider how you will know the learners learned what the unit was about. How will you grade their efforts? Will there be a project? Will there be an end of unit test? Will you include homework? You need to describe at least 2 assessments. These assessments can include:

- Project with a grading rubric (please include a sample rubric)
- End of unit test (please include 3 sample questions with correct answers)
- Written test or essay (please include a rubric or if using an essay test-the model answer)

- **Unit Planning Visual Organizer**
  - Explicit connections between prior knowledge and future knowledge
  - Linking steps of the essential concepts (interactions, links to past knowledge and big picture)
  - Key concepts from the unit
  - Schedule of when the essential concepts will be taught (a calendar is ok)
  - Relationships that will be used to link concepts within the unit (cause/effect, compare/contrast, characteristics)
  - Questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.

These visual organizers are located in the Content Area Instructional Unit folder on Blackboard. This requirement will be met if you complete both pages and submit then with your unit materials. We will spend time in class working on these.

- **Unit Planning Structure (WHERE)**
  - WHERE Template completed
  - W-Where is the unit headed?
  - H-Hooks you will use to engage the learners

- E-Experiences-This must include your instructional strategies.
  - These strategies should include at least 2 writing activities
  - 1 mnemonic
  - 1 graphic organizer
  - 2 PALS or cooperative learning experiences
  - 2 Study Skills activities
  - 1 test-taking skill development activity.
  - It should also include other activities that you plan to use in the unit (field trip, guest speaker).
- R-Reflect and Rethink-This should include how you will encourage students to reflect/rethink or “dig deeper” into the content of the unit.
- E-Evaluation-Briefly describe how you will grade and evaluate the unit. This should just be a brief description from the assessment/grading section.

This template is located on BB under the Content Area Instructional Unit folder. We will go over the components in class so please plan to download the form.

- **Lesson Plans (3)**
  - Adapted LP
  - Create 2 LPs using one of the approved lesson organizers.

These are the same 3 Lesson Plans that are in the Lesson Planning Assignment. They will be graded and returned to you. They will be included in the unit and you may make changes/corrections if there are any issues that you need to address.

- **Unit Introduction/Summary**
  - Plan to provide a 2-3 page overview of the key components of your unit. This is an opportunity to provide a narrative of the unit’s key concepts, how you will differentiate your instruction, and how learners’ special needs will be addressed.
  - Spelling/Grammar/APA

**Content Area Instructional Unit  
Grading Rubric**

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

Total: \_\_\_\_\_ **200 Points**

\*\*Please bring your entire unit in hard copy to our last class. Please bring a self-addressed manila envelope. The hard copy will be returned to you.

**Introduction( 2-3 pages) \_\_\_\_\_ 25**

Overview of key concepts and how unit will be taught  
Discussion of how differentiated instruction will be done  
Discussion of how instruction will address learners with special needs  
Appropriate citations from articles and textbook

*Comments:*

**Description of the Target Class \_\_\_\_\_ 20**

Description of the learners with mild-moderate exceptional learning needs (academic, social abilities, attitudes, interests, and values-think IEP goals)  
Description of the impact of these characteristics on instruction  
Grade level  
Content area (11<sup>th</sup> grade English, Algebra I)

*Comments:*

**Assessment/Grading \_\_\_\_\_ 35**

State and/or National Standards (VA SOLs)  
Goals and Objectives  
Evaluation/Grading (Sample rubrics included)

*Comments:*

**Unit Planning Visual Organizer \_\_\_\_\_ 40**

Explicit connections between prior knowledge and future knowledge,  
Linking steps of the essential concepts (interactions, links to past knowledge and big picture),  
Key concepts from the unit,  
Schedule of when the essential concepts will be taught (a calendar is ok),  
Relationships that will be used to link concepts within the unit (cause/effect, compare/contrast, characteristics), and  
Questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.

*Comments:*

**Unit Planning Structure (WHERE)**

\_\_\_\_\_ **50**

WHERE Template completed

W-Where

H-Hooks

E-Experiences-This must include your instructional strategies.

2 writing activities

1 mnemonic

1 graphic organizer

2 PALS or cooperative learning experiences

2 Study Skills activities

1 test-taking skill development activity.

It should also include other activities that you plan to use in the unit (field trip, guest speaker).

R-Reflect and Rethink

E-Evaluation-Briefly describe how you will grade and evaluate the unit.

*Comments:*

**Lesson Plans (3)**

\_\_\_\_\_ **20**

Adapted LP

2 LPs

Used approved LP Organizer

*Comments:*

**Overall Impression of Unit**

\_\_\_\_\_ **10**

How well is the unit structured?

Is it likely that the activities/experiences will engage the learners?

Does the sequence of activities make sense?

APA reference page and citations

Spelling and Grammar

Clarity of Writing

*Comments:*