



**Graduate School of Education
Program: Special Education
Summer Semester, 2012**

Course title: EDSE 629, Secondary Curriculum and Strategies for Students with Disabilities who Access the General Education Curriculum, Section 672

Meetings: Tuesdays, 4:30 – 9:00 PM, June 5, – July 31, 2012

Location: Fairfax High School, Rm D131

Instructor: Frederick J. Brigham, Ph.D.

Office: 220 Finley Hall (Directly across from the elevator)

Hours: Tuesdays and Wednesdays 1:00-3:30.

By appointment for works best. I will always give scheduled appointments priority over drop-ins and phone calls. Doing that shows respect for the time and effort that the individual spent to arrange the meeting and travel to the university. I am also available before class by appointment. Additionally, I am willing to meet after class but we need to be considerate of the building maintenance people and find a place that will allow them to do their work.

Virtual Office Hours: I am pleased to respond to questions by telephone or email; however, I am unable to be on call, 24/7. Therefore, I am also holding “virtual office hours.” Members of the class may email me at any time, but I am reserving two hours on Tuesday afternoons to respond to emails. Please expect responses to your emails to be made during those hours.

Phone: 703 993 1667 (email is the better way to contact me)

Email: fbrigham@gmu.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.

Evidence Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to secondary curriculum learning strategies, content Area planning, designing a secondary IEP. These EBPs are indicated with an asterisk (*) in this syllabus. Meta-analysis, literature reviews/synthesis, the technical assistance networks that provide web-based resources, and the national organizations whose mission it is to support students with disabilities inform evidence for the selected research-based practices. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Student Outcomes

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

- Demonstrate knowledge of the federal and state laws that require and provide for instructional services for students with disabilities.
- Demonstrate the ability to develop lesson plans and a 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.
- Identify research efforts, organizations, services, networks, and the variety of state and local resources aimed at dropout prevention and improving the outcomes of secondary students with disabilities.

Relationship of Courses to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Mental Retardation. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC). 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

Standard 4 –Instructional Strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with Exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to modify learning environments appropriately for individuals with exceptional learning needs. They enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings

ICC4S1 Use strategies to facilitate integration into various settings

ICC4S2 Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs

ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs

ICC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments

ICC4S5 Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem

ICC4S6 Use strategies that promote successful transitions for individuals with exceptional

learning needs

Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

ICC7K1 Theories and research that form the basis of curriculum development and instructional practice

ICC7K2 Scope and sequences of general and special curricula

ICC7K3 National, state or provincial, and local curricula standards

ICC7S5 Use task analysis

ICC7S6 Sequence, implement, and evaluate individualized learning objectives

ICC7S10 Prepare lesson plans

ICC7S11 Prepare and organize materials to implement daily lesson plans

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

Required Text

Rather than buying a single textbook, we will read original research in our topic areas that will be posted on the class Blackboard website.

Evaluation

Assignment*	Range	Points
1. Attendance & Participation (class discussion and weekly activities)	Expected	--
2. Contributions to class-created strategic unit	50 pts	50
3. Creation of secondary unit plan	100 pts	100
4. Strategy presentation	40 pts	40
5. Signature assignment on Taskstream (grade is IN until this is done)	10 pts	10
6. Final examination (written, open book, take-home)	100 pts	100
Total		300

*Ten percent of assignment total points will be deducted for late work.

TASKSTREAM SUBMISSION OF SIGNATURE ASSIGNMENT

The signature assignment required for this course must be submitted electronically to Mason,s NCATE management system, TaskStream: (<https://www.taskstream.com>).

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 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).

Failure to upload the required artifact by the deadline for discharge of incompletes on the following semester will result in the grade being changed to a grade of F by the registrar. If that happens, you will have to appeal your grade to the Associate Dean for Academic Affairs and explain why failure to follow instructions should not invoke the same penalty for you as it would for everyone else.

Grading Scale

100--95%	= A	94--90%	= A-	89--80%	= B
79--70%	= C	< 70%	= F		

Extra Credit Options

There are no options for extra credit assignments in this class. There are plenty of ways to earn credit so that you can pass by following the instructions on the required assignments.

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

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 email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Core Values Statement

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/>].

Plagiarism

Plagiarism is a growing concern among faculty at the university level as it is in elementary and secondary education. It is critical that each student complete his or her own assignments, particularly in a course such as EDSE 627 that provides training in an arena of professional performance that is quite technical, so that appropriate formative evaluation, feedback and guidance may be provided. Toward that end, the following definition of plagiarism is provided:

Plagiarism is the intentional or unintentional use of others' ideas, words, data, figures, pictures, sequence of ideas, or arrangement of materials without clearly acknowledging the source (based on the Mason Honor Code online at: <http://mason.gmu.edu/~montecin/plagiarism.htm>).

Students who commit plagiarism on assignments and assessments in this course will be assigned a grade of "F" and a recommendation for dismissal from the university will be forwarded to the Dean of the Education School and the GMU Honor Council.

Please make sure you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at

jtemple1@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.
Students in the cohort sections may be better advised to contact the cohort advisor.

Individual Content Area Unit

(100 points—Final due in class July 24; posted to TaskStream by midnight July 30)

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: (Specific instructions will be provided in class.)

- Description of target classroom
- Unit planning visual organizer
- Adaptation of a lesson plan
- Two lesson plans
- Two assessments
- Creation and inclusion of at least three strategies including (a.) two keyword mnemonics, (b.) adaptation of a writing strategy for the unit, (c.) a third strategy of your choice.

You will submit drafts of each of these components for review before turning in the final unit plan.

Contributions to Class-Created Strategic Unit (50 points—July 24)

We will use two chapters from an American History text to create examples of strategic adaptations specific to a particular content unit. I have selected the material from social studies because it is amenable to all of the strategies with the exception of some of the strategies that we discuss for mathematics. Specific instructions as well as the selected content will be provided in class on the second week.

Presentation of Instructional Strategy

Each student will select a research-validated strategy and create a five to ten minute in-class presentation describing the strategy. Imagine that you are suggesting the strategy as an intervention to be adopted by a school or employed in an IEP. In such a situation, one has little time and must make the case for their intervention in such a way that it is clear what it to be done, why that is a good idea, the outcome to be expected, and the resources (time, instruction, and materials) The presentation should include:

- a. The name of the strategy
- b. The purpose of the strategy
- c. How the strategy is carried out
- d. Descriptions of any special materials required of the strategy
- e. Estimate of the intensity of instruction required to make the strategy effective
- f. Indication of the impact of the strategy.

Create a 2 to 4 page handout for your classmates and provide an electronic copy to your instructor.

Tentative Class Schedule

Mtg	Date	Topic	Preparation
1	6/05	Introduction, course expectations, nature of adolescence	In class Laser 2011
2	6/12	Lesson and unit planning for secondary programs.	Lenz & Deshler Chapter 7; Causton-Theoharis, Theoharis, & Trezek (2008) Review Explicit Instruction lesson plan form (Blackboard)
3	6/19	Effective Teaching practices, Direct Instruction, Co-teaching, Peer-tutoring	Brigham 1992 Farver 1999 TBA Magiera 2005 Zigmond 2013 Zigmond 2001 McMaster 2005 Maheady 2010 Maheady 2003 Stenhott 2007
4	6/26	Supporting Reading Comprehension Collaborative Strategic Reading Vocabulary	Boardman 2013 Brigham 2007 Gould 2013 Vaughn 2011 Carlisle 2013 Jitendra 2004
5	7/03*	Supporting Memory Supporting Organization	Brigham 2001 Fontana 2007 Scruggs 2010 Ellis 2007 Brigham 1995

Mtg	Date	Topic	Preparation
6	7/10	Supporting Written Communication Note-taking	Mason 2013 Mason 2011 Hoover 2012 Reagan 2009 Boyle 2012 Boyle 2010
7	7/17	Supporting students in specific content areas.	Brigham 2011 Gajiria 2007 Lenz 2013
8	7/24	Supporting Mathematics	Bryant 2013 Ives 2007 Jitendra 2013
9	7/31	Final Exam	

* Yup, they really scheduled a class on that day and gave me explicit instructions that we were to meet on the 3rd.

Secondary Methods Bibliography

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