



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2013

EDSE 629 674: Secondary Curriculum and Strategies for Students with
Disabilities who Access the General Curriculum
CRN: 20359, 3 - Credit(s)

Instructor: Dr. Jodi Duke	Meeting Dates: 01/09/13 - 03/06/13
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Office Hours: By appointment	Meeting Location: Off-campus/Other, OCL OCL

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

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.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

[Instructors, please revise in accordance with your specific course format]

Learning activities include the following:

1. Class lecture and discussion

2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

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' schedule. 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.

Learner 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 a comprehensive 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/
- Describe components of Individual Education Plans that successfully address the needs of secondary students with disabilities.
- Identify research efforts, organizations, services, networks, and the variety of state and local resources aimed at dropout prevention and improving the outcomes of secondary students with disabilities.

Required Textbooks

Sabornie, E., & deBettencourt, L. (2009). *Teaching students with mild and high incidence disabilities at the secondary level (3rd ed.)*. Upper Saddle River, NJ: Pearson.

Recommended Textbooks

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>. The CEC standards that will be addressed in this class include Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, Standard 6: Language, Standard 7: Instructional Planning and Standard 8: Assessment.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* 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.
- d.* 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/>].
- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

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. [See <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 Policies & Expectations

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, respectful and 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 the class session.

Understanding that you are individuals with full and active lives, who have made the commitment to regularly attend class, it is understood that there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence.

Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. **Two or more absences will result in no credit for this course.**

***NOTE: It is impossible to fully participate in this class while texting, Facebooking, tweeting, grading papers, working on other documents, etc. Please be *fully* present in class☺**

Participation.

You are expected to be present, prepared, and professional as you progress through this course. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. **Points missed due to absences during class activities will NOT be made up.**

Late Work.

All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.**

TaskStream Submission

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE 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/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Grading Scale

A	95 – 100 points
A-	90 – 94 points
B	80 – 89 points
C	70-79 points
F	69% and below

Assignments

NCATE/TaskStream Assignments.

NOTES:

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

2. 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.

Assessment 1: Secondary Curriculum Unit Plan (40 points)

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to prioritize essential concepts and skills, write lesson plans and assessments, and adapt existing lesson plans within a curriculum unit. You will adapt 1 currently existing lesson plan in order to allow students with mild to moderate exceptional learning needs to access the information. You will also write 2 comprehensive lesson plans that address the selected Standards and complement the provided lesson plans for your chosen unit. Finally, you will write 2 assessments which provide opportunities for the learners to demonstrate their understanding of the core concepts of the unit.

Your focus should be on the integration of evidence-based practices that meet the unique needs of learners with mild to moderate exceptional learning needs at the secondary level in a given content area using the appropriate Standards.

Four secondary units are provided to you on Blackboard for this assignment, but if you prefer, 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.

GROUP OPTION: You will have the option of running this assessment in small groups. Groups should consist of 4 or fewer people. The groups will work together and submit one complete unit with each group member’s name on it. The group will work together to adapt 1 lesson plan and then each individual in the group is responsible for contributing 1 original lesson plan, with their name on it. For a group of 4 people, this would mean that the unit would include a total of 5 lesson plans instead of the required 3 (1 adapted lesson plan done jointly and 4 individually written lesson plans). The group must ensure that all lesson plans work together and flow within the sequence of concepts of the unit.

Blackboard: On the course BB site, there is a folder labeled, “Content Area Instructional Unit.” This folder contains the assignment, rubric, unit mapping organizer, lesson plan templates, 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 some time in class on the components.

Please plan to bring your laptops and materials to class. Please plan to ask questions and do not leave this assignment until the last minute!

Required Components: This instructional unit must include all of the components from the following rubric:

Unit Plan Grading Components and Rubric:

Unit Plan Element	Required Components for the Element	Points Earned	Comments
Unit Introduction/Summary	<p>A 2-3 page overview of the key components of your unit is provided which includes:</p> <ul style="list-style-type: none"> ~ A narrative of the unit’s key concepts (description of the chosen SOLs) is given and connected to the course’s overall academic content. ~Description of how you will differentiate your instruction ~ Description of how learners’ special needs will be addressed. ~Accurate Spelling/Grammar/APA style. 	/5	
Description of the Target Class	<p>In a narrative, provide a clear description of the target classroom situation including:</p> <ul style="list-style-type: none"> ~Description of the learners with mild-moderate exceptional learning needs including the level of support needed by the learners and their characteristics (academic, social abilities, attitudes, interests, and values-think IEP goals) ~Grade level ~Content area (11th grade English, Algebra I, etc.). ~Description of the impact that the learners’ characteristics have on instruction ~Description of the impact disabilities may have on auditory and information processing skills and describes how these issues impact instructional planning. <p>Note: This course is for students who access the general education curriculum. 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 and with cultural and linguistic differences.</p>	/5	
Development of Unit Planning Visual Organizer	<p>Create a Unit Planning Visual Organizer which:</p> <ul style="list-style-type: none"> ~Makes explicit connections between prior knowledge and future learning. 	/5	

	<p>~Presents linking steps of the essential concepts (interactions, links to past knowledge and big picture)</p> <p>~Demonstrates your ability to identify, prioritize and sequence key concepts from the unit.</p> <p>~Provides a schedule of when the essential concepts will be taught.</p> <p>~Determines the types of relationships that will be used to link concepts within the unit (cause/effect, compare/contrast, characteristics, etc.).</p> <p>~Poses questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.</p> <p>~ Incorporates and implements instructional technology into the educational program.</p> <p>*The unit planning organizer is located in the Content Area Instructional Unit folder on Blackboard. This requirement will be met if you complete both pages and submit them with your unit materials. We will spend time in class working on these.</p>		
<p>One Adapted Lesson Plan</p>	<p>You will be given comprehensive lesson plans for 3 block-scheduled days of the unit.</p> <p>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.</p> <p>For the selected lesson plan, provide the following:</p> <ul style="list-style-type: none"> ~ Identify the essential concepts, vocabulary, and content across the general curriculum. ~ Integrate a repertoire of <i>evidence-based teaching methods and strategies</i>. ~Specific options for differentiating this lesson including: Technology, Multisensory strategies, Community connections, Small group learning, Vocabulary and Student organization of content (choose most appropriate options) ~Specific ways in which the lesson objectives are scaffolded including: Content scaffolds, 	<p>/5</p>	

	<p>Task scaffolds (direct instruction of evidence-based strategies), Materials scaffolds and Response scaffolds.</p> <p>~Strategies for integrating student initiated learning experiences into ongoing instruction.</p> <p>~Levels of support as related to the needs of the students</p> <p>~ Integrate task analysis and instructional and/or assistive technology into the lesson plans as appropriate.</p> <p>~Write a brief rationale for the changes made/selection of adaptations.</p>		
<p>Two Original Lesson Plans (<i>if working in a group, you will work together to adapt one lesson and then submit one original lesson plan for each group member</i>)</p>	<p>Write TWO comprehensive lesson plans that address the selected Standard(s) of Learning and complement the lesson plan that was provided with your chosen unit. Select any of the approved lesson plan formats provided in Blackboard (you may use a variety of formats as long as they are all from the approved list).</p> <p>Both of these lesson plans must integrate a repertoire of <i>evidence-based teaching methods and strategies</i>.</p> <p>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.</p> <p>Each lesson plan should include:</p> <ul style="list-style-type: none"> ~Methods for guiding individuals in identifying and organizing critical lesson content. ~Strategies for integrating student initiated learning experiences into ongoing instruction. ~At least one measurable lesson objective ~Levels of support as related to the needs of the students including specific strategies for individualizing instruction and focusing on development, maintenance and generalization of knowledge and skills across environments and settings. ~Lesson plans are complete and written in sufficient detail that a substitute teacher could come in and teach the lesson based solely on 	<p>/10</p>	

	the plans.		
Assessments	<p>Create <i>two assessments</i> and identify where in the scope and sequence of your instruction each assessment occurs.</p> <p>Your assessments should:</p> <ul style="list-style-type: none"> ~Demonstrate student learning of the stated objectives and core content of the unit (including essential concepts and/or skills) ~ Require different types of responses from one another ~Provide guidance for future instruction 	/10	
TOTAL POINTS EARNED:		/40	

TaskStream Grading Rubric: The rubric located in the Appendix will be used to score your unit in TaskStream ONLY. You should include as many of the items in the rubric as you are able as you develop your unit.

Common Assignments.

Assessment 2: Secondary Issues Presentation (25 points)

This small group project will require you to identify and explore issues and topics of interest related to secondary students in general and students with disabilities in particular. Your topic (dropping out, substance abuse, need for self-advocacy, depression, gang membership, bullying, block scheduling, case management, etc.) will identify the issue, explore causes and effects, and identify potential solutions from the literature. We will choose topics and groups during the first class session. Students should use data-based sources to create the presentation, and include the components detailed in the rubric below. *Each presentation should be approximately 20 minutes, although the exact time will be determined once we have completed the signup process.*

Secondary Issues Group Project Rubric	Points	Comments
<p>Introduction: Topic is relevant to secondary learners with disabilities. Introduction provides: ~ Description of the issue ~ Prevalence rate in the general adolescent population ~ Prevalence rate in the adolescent disability population ~Rationale for concern</p>	/5	
<p>Causes: Presentation includes a clear overview of suspected causes of the issue.</p>	/5	
<p>Importance for Teachers: (1 point each) Presenters state why the issue is of importance to teachers and how it can impact instruction/education. Presenters give warning signs (if applicable).</p>	/2	
<p>Resources: Group provides 3-5 resources for teacher use including a location (i.e., article citation, website).</p>	/5	
<p>Quality of Presentation: (1 point each) Information presented is based on research and evidence-based practices. Handouts and PowerPoints are clear, easy to read, and professional looking. Presentation is timely, engaging, and informative. Presenters reflect poise, clarity, knowledge and enthusiasm. All areas of the presentation are cohesive. Presenters keep the audience engaged and encourages class participation. Presenters provide significant evidence of shared responsibility, commitment, and level of effort. Each group member has a clear/important role for the presentation.</p>	/8	
<p>TOTAL POINTS EARNED</p>	/25	

Other Assignments.

Assessment 3: Research Review (15 points)

For this review, you will choose a specific content area and identify evidence-based practices that support the achievement of secondary learners with disabilities in SOL-based courses. Identify at least five effective strategies in your paper and include all of the following components:

Assignment Component	Points Earned	Comments
<p><u>Background/Introduction:</u></p> <p>~Student provides a clear and focused introduction to the topic of research.</p> <p>~Student provides a clear needs statement (why is this important to students with disabilities?).</p> <p>~Strategies are broadly introduced.</p>	/3	
<p><u>Summaries of Studies:</u></p> <p>~Student provides a written summary of each research article, including the complete citation, with a special emphasis on the participants, strategies, materials, and findings. DO NOT simply copy the abstracts, but write in your own words what was undertaken in the study and the results. (5 points)</p> <p>~Student draws his or her own conclusions clearly for each study and includes rationales for the statements made, based on reflections and linkages to other course readings, content, and teaching. (2 points)</p> <p>~Student writes a conclusion of the summaries as a whole, including a discussion of what the implications for practice for the secondary special education teacher (in other words, based on your research review, what should the secondary special education teacher implement in the classroom for students with mild disabilities?). (2 points)</p>	/9	
<p><u>Writing:</u></p> <p>~Reflection is written to graduate-level standards, in APA style, and there are <u>very few</u> writing or printing errors.</p> <p>~Citations are accurate, studies/articles are current (no more than 8 years since published).</p>	/3	

~Reference section with correct APA style		
TOTAL POINTS EARNED	/15	

Assessment 4: Quizzes, Classwork, and Chapter Response Logs (15 points)

Quizzes: (5 points) Will be announced in advance and serve as a measure of what the student currently knows, what the student is learning, and has learned, as a result of this course. If a class session is missed, the quiz will not be able to be made up.

Classwork: (5 points) We will work together during class sessions to complete activities; if a class session is missed, the quiz will not be able to made up.

Response Logs: (5 points; each log is worth 1 point) Write a *brief* reflection log for the assigned readings as noted in the course schedule. Unless given a specific prompt, focus on a topic from the reading that was most meaningful to you. The logs will be due at the start of class, shared with the class and then submitted to the instructor for grading. The response logs should address each of the following elements:

- ~Response log includes 3 personal insights about research & EBPs for instruction gained from the chapter reading
- ~Response log includes rationale for topic selection (personal/professional relevance)
- ~Student chooses his or her own meaningful mode of response (graphic organizer, outline, poem, cartoon, journal entry, etc.)

Assessment 5: Regular Attendance and Participation (5 points)

Active participation includes the asking of questions and the presentation of one’s own reflections regarding the readings and lectures, as well as interactive discussion. Listening and respectful consideration of the comments of others is a professional expectation. Students are to complete the required readings and assignments prior to the relevant class meetings. **Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.**

Points for class attendance and participation are positively impacted by:

- a. attending class and being psychologically available to learn,
- b. completing and handing in all class assignments,
- c. participating in class discussions/activities throughout the semester,
- d. thoughtfully contributing to class discussions,
- e. listening to the ideas of other peers, respectfully, and
- f. demonstrating an enthusiasm for learning.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Also, points are deducted for **a lack of digital etiquette** during class sessions.

**With the exception of response logs, all assignments should reflect graduate-level spelling, syntax, and grammar, as well as APA style guidelines. If you experience difficulties with the writing process you will be required to document your work with the GMU Writing Center during this course to improve your skills.*

Summary of Course Requirements:

	Requirement	Individual Project	Small Group Project	Total Points	Due Date
1.	Content Area Unit Plan	Choice of individual or group		40	Feb. 27
2.	Secondary Issues Presentation		X	25	Mar. 6
3.	Research Review	X		15	Feb. 6
4.	Quizzes, Classwork, & Response Logs	X		15	Throughout
5.	Attendance & Participation	X		5	Throughout
Total Available Points: 100					

Schedule

Meeting	Date	Class Topic & Reading Assignments	Readings Due for this Class
1	Jan. 9	<p>Course Overview</p> <p>Syllabus Review</p> <p>Library Resources</p> <p>Characteristics of Secondary Learners with High Incidence Disabilities (Including Adolescent Development)</p> <p>http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/</p> <p>Adolescent Learners Legislation</p> <p>Essential Understandings</p> <p>Content Unit Discussion (Content and grade for Instructional Unit (SOLs))</p> <p><i>In class activity: "What Makes a Good High School": read and discuss</i></p>	<ol style="list-style-type: none"> 1. Text Chapters 1 & 2 2. Student Information Sheet 3. Special Issues Groups Assigned and Dates Given 4. Begin to identify your target class and content for the Instructional Content Area Unit
2	Jan. 16	<p>Lesson and Unit Planning (Instructional Design) for Secondary Programs</p> <p>Effective Teaching Practices (including Direct Instruction)</p> <p>Providing Instructional Supports: Facilitating Mastery of New Skills: This module explores the importance of scaffolding and modeling for students as they learn new skills and strategies.</p> <p>Study and Organizational Skills</p> <p>Note-Taking (Cornell Notes)</p> <p><i>In class activity: Lesson Planning</i></p> <p><i>*Please bring your laptop with the LP organizer</i></p>	<ol style="list-style-type: none"> 1. Text Chapters 4 & 8 2. Read/review "What Makes a High School a Good High School for Students with Disabilities" by Brigham, Morocco, Clay, & Zigmond. Response Log #1: Think about the high school you teach in or another FCPS high school and describe how your school addresses each of the five strategies in Table 1 (almost as though you are adding a fourth column). Without naming your school, summarize how your school matches up? 3. <i>Please bring your chosen SOL in print form to class.</i> 4. <i>Please bring your chosen VA DOE LP to class.</i>

			5. <i>Begin to identify your target class and content for the Instructional Content Area Unit</i>
3	Jan. 23	<p>Supporting Secondary Reading (Vocabulary, Comprehension, Instructional Strategies)</p> <p>Developing Content Area Instructional Units</p> <p>Concept mapping</p> <p>Review Requirements of Unit Assignment</p> <p><i>In Class Activity: Unit Time: 1st LP peer review</i></p>	<ol style="list-style-type: none"> 1. Text Chapter 5 2. Read “Using Scaffolded Instruction to Optimize Learning” 3. <i>Bring a draft of your 1st LP- to class for Peer review</i> 4. Target Class Description Due
4	Jan. 30	<p>Collaboration and Co-Teaching</p> <p>Supporting Memory (Mnemonics)</p> <p>Social Skills</p> <p><i>In class activity: Instructional Unit-Assessment/Lesson Planning Grading</i></p>	<ol style="list-style-type: none"> 1. Text Chapters 3 & 9 2. Response log #2 for chapter 3 3. Informal Unit Plan Updates
5	Feb. 6	<p>ONLINE CLASS</p> <ol style="list-style-type: none"> 1. <i>Work on Unit Plan</i> 2. Choose one of the following IRIS Modules: <p><u>Differentiated Instruction: Maximizing the Learning of All Students</u>: This module discusses the importance of differentiating three aspects of instruction: content, process (instructional methods), and product (assessment). It also explores the student traits—readiness level, interest, and learning profile—that influence learning.</p> <p><u>SOS: Helping Students Become Independent Learners</u>: This module describes how teachers can help students stay on task by learning to regulate their behavior. The four strategies discussed are self-monitoring, self-</p>	<p>Research Review Paper Due via Email by 4:30 p.m. to jduke4@gmu.edu</p>

		<p>instruction, goal-setting, and self-reinforcement.</p> <p>Fidelity of Implementation: Selecting and Implementing Evidence-Based Practices and Programs: This module discusses the importance of selecting evidence-based practices and programs. It also examines actions that school personnel can take to increase the likelihood that the practice or program is implemented as it was designed.</p>	
6	Feb. 13	<p>Supporting Writing</p> <p>Supporting Content Area Instruction</p> <p>Graphic Organizers</p> <p>Secondary Reading Instruction: Teaching Vocabulary and Comprehension in the Content Areas: This module describes how teachers can incorporate vocabulary and reading comprehension skills instruction into content-area lessons and will introduce you to a variety of effective practices—including the use of graphic organizers—to help students better understand what they read.</p>	<ol style="list-style-type: none"> 1. Text Chapter 6 2. Response log #3 for chapter 6
7	Feb. 20	<p>Supporting Mathematics</p> <p>High-Quality Mathematics Instruction: What Teachers Should Know: This module describes the components of high-quality mathematics instruction: a standards-based curriculum and evidence-based strategies. It also highlights several effective practices teachers can use to teach mathematics.</p> <p><i>In Class Activity:</i> Assessment peer review</p>	<ol style="list-style-type: none"> 1. Text Chapter 7 2. Response log #4 for chapter 7 3. <i>Bring one or more unit assessments for peer review</i>
8	Feb. 27	<p>IEPs and Transition Plans</p> <p>Parental Concerns: Working with Parents</p> <p><i>In Class Activity:</i> IEP activity with case study</p>	<ol style="list-style-type: none"> 1. Text Chapters 10 & 11 2. Read “<i>Beyond Bowling</i>” 3. Response log #5 for Beyond Bowling article 4. Content Area Instructional Unit Due
9	Mar.	Group Presentations	Group Presentations

6	Course Evaluations	
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NOTE: This syllabus may change according to class needs. We may or may not complete all of the IRIS modules listed on the schedule. The response log assignments will likely change as additional research articles are assigned on a weekly basis.

Appendix

Online Resources:

Mager's Tips on Instructional Objectives:

<http://www2.gsu.edu/~mstmbs/CrsTools/Magerobj.html#Objectives%20Defined>

Florida Center for Reading Research (Adolescent Literacy): <http://www.adlit.org/>

Vaughn-Gross Center for Reading and Language Arts: <http://www.meadowscenter.org/vgc/>

Common Core Standards and Assessments: www.ideapartnerships.org

Standards-Based Instruction for Adolescents with Special Needs:

http://www.ohiorc.org/adlit/differentiated_instruction/fayne.aspx?id=special_needs#apply

References:

Boyle, J. R. (2010). Strategic note-taking for middle-school students with learning disabilities in science classes. *Learning Disability Quarterly*, 33(2), 93-109.

Boyle, J. R. (2012). Note-taking and secondary students with learning disabilities: Challenges and solutions. *Learning Disabilities Research & Practice*, 27(2), 90-101.

Brigham, F. J., Scruggs, T. E., & Mastropieri, M. A. (2011). Science education and students with learning disabilities. *Learning Disabilities Research and Practice*, 26(4), 223-232.

Fontana, J., L., Scruggs, T., & Mastropieri, M., A. (2007). Mnemonic strategy instruction in inclusive secondary social studies classes. *Remedial and Special Education*, 28(6), 345-355.

Hoover, T. M., Kubina, R. M., & Mason, L. H. (2012). Effects of Self-Regulated Strategy Development for POW+TREE on High School Students with Learning Disabilities. *Exceptionality*, 20(1), 20-38.

Ives, B. (2007). Graphic organizers applied to secondary algebra instruction for students with

- learning disorders. *Learning Disabilities Research & Practice*, 22(2), 110-118.
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NCATE/TASKSTREAM RUBRIC:

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Description of Target Classroom CEC/IGC Standard 3</p>	<p>Candidate provides an incomplete 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 may have on instruction), grade level, and content of lessons. Candidate fails to provide a clear explanation of the characteristics of the learners, levels of support needed, and how these needs affect instructional planning. These limited explanations do not provide a clear and comprehensive picture of the environment and learners nor the impact these issues have on instructional planning.</p>	<p>Candidate provides 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 may have on instruction), grade level, and content of lessons. Candidate includes a clear explanation of the characteristics of the learners, levels of support needed, and how these needs affect instructional planning.</p>	<p>Candidate provides 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 may have on instruction), grade level, and content of lessons. Candidate includes a clear explanation of the characteristics of the learners, levels of support needed, and how these needs affect instructional planning. Candidate details the impact disabilities may have on auditory and information processing skills and describes how these issues impact instructional planning.</p>
<p>Development of Unit Planning Visual Organizer CEC/IGC Standard 7</p>	<p>Candidate develops a unit planning visual organizer which fails to make explicit connections between prior knowledge and future learning, make connections between essential concepts, identify, prioritize and sequence key concepts from the unit, or identify questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.</p>	<p>Candidate develops a unit planning visual organizer which makes explicit connections between prior knowledge and future learning, makes connections between essential concepts, identifies, prioritizes and sequences key concepts from the unit, and identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.</p>	<p>Candidate develops a unit planning visual organizer which makes explicit connections between prior knowledge and future learning, makes connections between essential concepts, identifies, prioritizes and sequences key concepts from the unit, and identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts. Candidate incorporates and implements instructional technology into the</p>

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			educational program.
Adaptation of Lesson Plan: CEC/IGC Standards 3, 4, 6, 7	Candidate fails to identify essential concepts, vocabulary, and content across the general curriculum. Candidate fails to select and adapt instructional strategies and materials in a manner appropriate to the impact of learners' academic and social abilities, attitudes, interests, and values on instruction. Candidate fails to adapt lesson plans to include research supported teaching methods metacognitive strategies. Candidate fails to include specific adaptations that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with mild to moderate exceptional learning needs.	Candidate identifies essential concepts, vocabulary, and content across the general curriculum. Candidate selects and adapts instructional strategies and materials according to the impact of learners' academic and social abilities, attitudes, interests, and values on instruction. Candidate adapts lesson plans to include research supported teaching methods metacognitive strategies. Candidate includes specific adaptations that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with mild to moderate exceptional learning needs.	Candidate identifies essential concepts, vocabulary, and content across the general curriculum. Candidate selects and adapts instructional strategies and materials according to the impact of learners' academic and social abilities, attitudes, interests, and values on instruction. Candidate adapts lesson plans to include research supported teaching methods metacognitive strategies. Candidate includes specific adaptations that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with mild to moderate exceptional learning needs. Candidate integrates task analysis and instructional and/or assistive technology into the lesson plans as appropriate. Candidate includes a rationale for the changes made/selection of adaptations.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Lesson Plan Development CEC/IGC Standard 3, 4, 7	Candidate prepares incomplete lesson plans that fail to utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills across environments and settings. Candidate fails to focus lesson plans on teaching essential concepts, vocabulary, and content across the general curriculum, include age and ability appropriate instruction or use specialized instructional strategies appropriate to the abilities and needs of the learners with mild to moderate exceptional learning needs.	Candidate prepares comprehensive lesson plans that utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills across environments and settings. Candidate focuses lesson plans on teaching essential concepts, vocabulary, and content across the general curriculum, includes age and ability appropriate instruction and uses specialized instructional strategies appropriate to the abilities and needs of the learners with mild to moderate exceptional learning needs.	Candidate prepares comprehensive lesson plans that utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills across environments and settings. Candidate focuses lesson plans on teaching essential concepts, vocabulary, and content across the general curriculum, includes age and ability appropriate instruction and uses specialized instructional strategies appropriate to the abilities and needs of the learners with mild to moderate exceptional learning needs. Candidate integrates task analysis and instructional and assistive technology into the lesson plans as appropriate and includes clear plans for connecting the concepts from one lesson to the next.
Assessments CEC/IGC Standard 4	Candidate fails to develop two different assessments which require different types of responses from one another or effectively evaluate students' learning of the stated objectives and core content of the unit.	Candidate develops two different assessments which require different types of responses from one another and effectively evaluate students' learning of the stated objectives and core content of the unit.	Candidate develops two different assessments which require different types of responses from one another, effectively evaluate students' learning of the stated objectives and core content of the unit, and provide guidance for future instruction.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Alignment with CEC Standard	Candidate fails to discuss, orally or in writing, the connection between the content of this assignment and CEC Standards 3,4,6, and 7.	Candidate discusses, orally or in writing, the connection between the content of this assignment and CEC Standards 3,4,6 and 7.	Candidate discusses, orally or in writing, in an extensive and thoughtful manner, the connection between the content of this assignment and CEC Standards 3, 4, 6 and 7.