



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

Spring 2013

EDSE 629 677: Secondary Curriculum and Strategies for Students with
Disabilities who Access the General Curriculum
CRN: 20709, 3 - Credit(s)

Instructor: Dr. Margaret Weiss	Meeting Dates: 03/12/13 - 05/21/13
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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

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

Miller, S. P. (2009). *Validated practices for teaching students with diverse needs and abilities* (2nd ed.). Boston: Pearson.

Recommended Textbooks

None

Required Resources

All required additional readings are posted on Blackboard.

Additional Readings

None

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

Late Work.

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

Because all assignments are given at the beginning of the course, I will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. You may submit an assignment by emailing the assignment to me with a date sent no later than the end of the class on the date due or by having someone bring the assignment to me in hard copy by the same time. If, for some reason, you are incapacitated on the day the assignment is due (e.g., hospitalized, involved in an accident, or someone you care for is hospitalized or involved in an accident), contact me either directly or through a representative within 24 hours.

Written and Oral Language.

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the *Publication Manual of the American Psychological Association* (6th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines:

<http://apastyle.apa.org>.

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

Academic Integrity.

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or general ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in the class will result in a zero on that assignment and a report of the incident to the Dean’s Office.

Communication.

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

Professional learning, together.

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

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

Evaluation	Points
Class attendance and participation	100 (10 points each class session)
Teaching report	75 points
Secondary issues resource guide	25 points
Unit plan*	200 points
Total possible points	400

*This assignment is the NCATE/TaskStream assignment for this course. Students are required to post their unit plan in TaskStream no later than Midnight on May 21, 2013. Failure to post a signature case study for evaluation will result in an INCOMPLETE grade for the course until posted. Be advised that an IN grade turns to an F if not completed by the midpoint of the following semester.

A+	99-100%
A	94-98%
A-	90-93%
B+	88-89%
B	83-87%
B-	80-82%
C	70-79%
F	69 or less

Assignments

NCATE/TaskStream Assignments.

Content Area Unit Plan (200 points)

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to prioritize essential concepts and skills and adapt plans and assessments within a curriculum unit. You will also be required to integrate evidence-based instructional strategies that meet the unique needs of learners with mild to moderate exceptional learning needs at the secondary level in a given content area using the appropriate Standards. The unit plan will include the following components: (See Appendix A for specific instructions)

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

Common Assignments.

Secondary Issues Resource Guide (25 points)

This assignment will develop your understanding of the particular issues or barriers germane to serving secondary students with disabilities. Your topic (dropping out, substance abuse, need for self-advocacy, block scheduling, case management, etc.) will identify the issue, explore causes and effects, and identify potential solutions from the literature. We will choose topics during the second class session. See Appendix B for specific directions.

Other Assignments.

Class Attendance and Participation (10 points each class)

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

Teaching Report (75 points)

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

for the pair. The report should include the lesson plan developed, a summary of the lesson implementation, and specific reflections on the use of the method. See Appendix C for specific directions.

Schedule

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

CLASS	DATE	TOPICS	WHAT'S DUE	READING ASSIGNMENT DUE
1	3/12	Introductions, Syllabus overview, Characteristics of Secondary Students with Disabilities		Skim chapter 1
2	3/19	Understanding the curriculum; thinking about adolescents (Guest speakers- Pellegrino; Peters-Burton)		Syllabus Conderman & Bresnahan (2008) Watch Frontline videos on Blackboard
	3/26	Spring Break		
3	4/2	Planning for instruction; unit planning, lesson planning	Secondary issues paper	Miller chp 2
4	4/9	Effective instructional models: Direct Instruction and Strategy Instruction		Miller chp 4
5	4/16	Effective teaching behaviors	Draft target classroom unit organizer	Swanson & Deshler (2003); Miller chp 5
6	4/23	Teaching writing Teaching spelling	Draft lesson plan	Mason, Harris, & Graham (2011) Miller p. 358-394 (skim assessment sections)
7	4/30	Teaching math	Draft lesson plan	Witzel et al. (2008); Miller chp. 6
8	5/7	Teaching in the content areas		Bulgren (2006) Miller chp. 9
9	5/14	Teaching comprehension Teaching vocabulary	Teaching report	Scruggs et al. (2010); Conderman & Hedin (2011) Miller p. 321-338
10	5/21	Wrap-up, Unit presentations	Final Unit	

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

Appendix

Appendix A

Secondary Curriculum Unit Plan

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to develop a coherent unit plan related to one (or several) general curriculum objective(s). You will be required to prioritize essential concepts and skills, adapt and create lesson plans, and develop assessments within this curriculum unit. To complete this assignment satisfactorily, you must 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 Secondary Curriculum Unit Plan assignment includes five separate components.

Component 1: Description of Target Classroom

In a narrative, provide a clear description of the target classroom situation including:

- a. a description of the learners with mild-moderate exceptional learning needs (academic, social abilities, attitudes, interests, and values),
- b. description of the impact of these characteristics on instruction,
- c. grade level, and
- d. content area (11th grade English, Algebra I, etc.).

You have the option of describing your own secondary classroom or creating a realistic inclusive “class” of learners. This class should include at least 20 students, including students with mild to moderate exceptional learning needs, students with cultural and linguistic differences, students with gifts and talents, and typically developing students. Remember, this is a course for students who access the general education curriculum so the classroom you describe must be a classroom in which this curriculum is taught.

Component 2: Unit Planning Visual Organizer

Using a Virginia SOL for your chosen content area, create a Unit Planning Visual Organizer that includes the following (form posted on Blackboard):

- a. explicit connections between prior knowledge and future knowledge,
- b. linking steps of the essential concepts (interactions, links to past knowledge and big picture),
- c. key concepts from the unit,
- d. a schedule of when the essential concepts will be taught,
- e. relationships that will be used to link concepts within the unit (cause/effect, compare/contrast, characteristics, etc.), and
- f. questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.

Completion of all components of pages 1 and 2 of the attached Unit Organizer will satisfy this requirement. An electronic version of the Unit Visual Organizer form is located in our Blackboard space.

Component 3: Adaptation of a General Lesson Plan

Once you have chosen a content area and unit topic, use the web (or ask a colleague) for a general lesson plan on a related topic. Review and evaluate the lesson plan for your target classroom. What in the lesson will be problematic for your students with disabilities? Pace? Content? Activities? In a brief narrative, identify areas of difficulty. Write a new lesson with the changes you would suggest to make this accessible to all students in your target classroom. Include the original lesson plan. In your modified lesson plan, highlight and explain each change, stating the particular student characteristics considered and how the change will make the lesson more accessible.

Component 4: Two Comprehensive Lesson Plans

For the unit you have organized, write TWO comprehensive lesson plans that address the unit objectives. You must use the Explicit Instruction Active Teaching lesson planning model (posted on Blackboard). Both of these lesson plans must show evidence of the *evidence-based teaching methods and effective teaching behaviors* we have discussed in this course.

Each lesson plan should include:

- a. At least one measurable lesson objective
- b. Levels of support specifically related to the needs of the students in the target classroom
- c. A structuring phase
- d. An active demonstration and practice phase
- e. A consolidation and overlearning phase

In each lesson, highlight and provide a rationale for the evidence-based methods or teaching behaviors from the course that you used. Make explicit the support this provides to students in your target classroom. You may use the Insert Comment feature of Microsoft Word or provide a narrative to accompany the lesson plans.

Component 5: Two Assessments

For the unit you have organized, describe TWO assessments and identify where in the schedule of your instruction each assessment occurs. One assessment must be a formative assessment and the other a summative assessment. Each assessment should:

- a. Provide a student with the opportunity to demonstrate student understanding of essential concepts and/or skills.
- b. Maximize the opportunity for the students to show what they know and can do.
- c. Directly relate to essential knowledge and/or skills of the unit.
- d. Require a variety of student response types from students.

Provide a thorough description of the assessments, including at least 1-2 sample items.

Scoring Criteria Sheet

Secondary Curriculum Unit Plan

Item	Points Possible	Points Earned	Minimum Requirements
Overall presentation and completeness	10		<ul style="list-style-type: none"> • Professional presentation • Complete sentences • All components of assignments included • All components fit together logically and coherently
Description of target classroom	25		<ul style="list-style-type: none"> • Narrative • Identification of characteristics of each student with disabilities • Impact of characteristics on instruction
Visual organizer	35		<ul style="list-style-type: none"> • All components included (1-10) • Components fit coherently with chosen SOL and unit topic
Modified Lesson Plan	30		<ul style="list-style-type: none"> • Lesson chosen fits coherently in the unit • Original lesson included • Modifications related directly to characteristics of target students • Modifications are highlighted and explained • At least two changes and scaffolds included
Lesson plan 1	40		<ul style="list-style-type: none"> • Statement of measurable objective • Related to overall unit and SOL • Follows Explicit Instruction Model (includes all phases) • Methods/behaviors from course highlighted, explained, fit logically • Lesson activities fit objective • Amount of material realistic in terms of target students
Lesson plan 2	40		<ul style="list-style-type: none"> • Statement of measurable objective • Related to overall unit and SOL • Follows Explicit Instruction Model (includes all phases) • Methods/behaviors from course highlighted, explained, fit logically • Lesson activities fit objective • Amount of material realistic in terms of target students
Formative assessment example	10		<ul style="list-style-type: none"> • Repeated more than once • Assesses knowledge of objective • Requires variety of formats (over time)
Summative assessment example	10		<ul style="list-style-type: none"> • Assesses unit questions (from Organizer) • Provides variety of modes of response
TOTAL	200		

Appendix B

Secondary Issues Resource Guide

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

Students should use data-based sources to create a guide that could be used by other teachers, including the following sections:

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

Scoring Criteria Sheet

Secondary Issues Resource Guide

Date: _____

Student Name: _____

Item	Points Possible	Points Earned	Comments
Introduction	5		
Causes	5		
Importance for teachers	5		
Resources	10		
Total Points	25		

Appendix C

Teaching Report Assignment

The teaching report assignment provides the student with the opportunity to try out the methods learned in class, reflect on implementation, and discuss the trial with others. Secondary teachers and elementary teachers will be paired (as possible) to complete this assignment. Each teaching report requires a student pair to complete the following:

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

Scoring Criteria Sheet

Teaching Report

Date: _____

Student Name: _____

Item	Points Possible	Points Earned	Comments
Lesson plan (including implementation)	25		
Summary	20		
Reflection	30		
Total Points	75		

Readings
(all readings posted on Blackboard)

- Bulgren, J. A. (2006). Integrated content enhancement routines: Responding to the needs of adolescents with disabilities in rigorous inclusive secondary content classes. *Teaching Exceptional Children*, 38(6), 54-58.
- Conderman, G., & Bresnahan, V. (2008). Teaching big ideas in diverse middle school classrooms. *Kappa Delta Pi Record, Summer*, 176-180.
- Conderman, G., & Hedin, L. (2011). Cue cards: A self-regulatory strategy for students with learning disabilities. *Intervention in School and Clinic*, 46, 165-173.
- Mason, L. H., Harris, K. R., & Graham, S. (2011). Self-regulated strategy development for students with writing difficulties. *Theory Into Practice*, 50, 20-27.
- Scruggs, T. E., Mastropieri, M. A., Berkeley, S. L., & Marshak, L. (2010). Mnemonic strategies: Evidence-based practice and practice-based evidence. *Intervention in School and Clinic*, 46, 79-86.
- Swanson, H. L., & Deshler, D. (2003). Instructing adolescents with learning disabilities: Converting a meta-analysis to practice. *Journal of Learning Disabilities*, 36, 124-135.
- Witzel, B. S., Riccomini, P. J., & Schneider, E. (2008). Implementing CRA with secondary students with learning disabilities in mathematics. *Intervention in School and Clinic*, 43, 270-276.

