



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

Summer 2013

EDSE 629 B01: Secondary Curriculum and Strategies for Students with
Disabilities who Access the General Curriculum
CRN: 41050, 3 - Credit(s)

Instructor: Dr. Clara Hauth	Meeting Dates: 06/03/13 - 07/25/13
Phone: 703-217-8067	Meeting Day(s) and Time(s): TR 7:20 pm- 10:00 pm
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Office Hours: by appointment	Meeting Location: Fairfax, IN 131

***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 & High Incidence Disabilities at the Secondary Level* (3rd ed.) Pearson.

Recommended Textbooks

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended (not required) Resources:

Wiggins, G. & McTighe, J. (2005). *Understanding by Design (2nd 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 Materials

Other than the textbook, access to a computer, and assignments there are not additionally required materials for this course.

Additional Readings

Articles and web-based readings will be made available to you throughout the course.

Access to iris: <http://iris.peabody.vanderbilt.edu/>

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://oai.gmu.edu/honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

- 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, active participation will be expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Missing more than one class, inadequate class participation, or repeated tardiness will result in a drop in your participation grade. When absence from class is unavoidable, students are responsible for

acquisition of all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member prior to the class meeting following the absence. Please notify me in advance by email if you will not be able to attend class.

Late Work.

Workload: In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation time for each credit hour weekly in addition to time spent on papers and assignments. **The result of late work will be the loss of 1 point per day until the assignment is received by the instructor.** If you are absent, you still need to submit the work prior to class or by the due date. Individual situations will be addressed with individual students outside of class.

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. This website links to APA format guidelines: <http://apastyle.apa.org>

We will use **person-first language** in our class discussions and written assignments which is a part of 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 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.**

Computers, Cell Phones, Blackberries, and Recording Devices: The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers) is prohibited during class. Please turn these devices off before the start of class. Texting and other non-class use of cell phones or similar devices is also prohibited during class sessions.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Secondary Curriculum Unit Plan to TaskStream (regardless of whether a course is an elective, a onetime course or part of an

undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

95-100% = A

90-94% = A-

80-89% = B

70-79% = C

< 70% = F

Assignments

NCATE/TaskStream Assignments.

I. Instructional Unit (200 points)

Content Area Instructional Unit Plan

**** NCATE Assignment****

The purpose of this assignment is to design a curricular unit that demonstrates understanding and applicability of special education course concepts. 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.

Due Date: This completed assignment must be uploaded to TaskStream by midnight on July 25, 2013.

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).

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, 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 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 questions and do not leave this assignment until the last minute.

Required Components: This instructional unit must include the following:

- 1. 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 and Content area (11th 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.

2. 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)

3. 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 them with your unit materials. We will spend time in class working on these.

• Unit Planning Structure

W-Where is the unit headed?

H-Hooks you will use to engage the learners

E-Experiences-This must include your instructional strategies. Examples -

These strategies might include a writing activity

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 is one of the lesson templates and 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)

1 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

Please plan to provide a 1-2 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

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.

Common Assignments.

Collaborative Learning Questions (25 points)

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. We may use these for online discussion boards as well.

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 CLQ assignment is worth 2.5 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?

Special Issues Paper/Presentations (40 points)

The purpose of this assignment is to identify and explore issues and topics of interest related to secondary school 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 second class session. Students should use data-based sources to create the presentation, including the following sections.

Introduction	State the topic of interest, brief description of issue, its prevalence rate in the general adolescent population, its prevalence rate in the adolescent disability population, rationale for concern.
Causes	Give an overview of suspected causes of the issue.
Importance for teachers	State why the issue is of importance to teachers and how it can impact instruction/education; give warning signs (if applicable).
Resources	Provide 2-5 resources for teacher use. Give a location (i.e., article citation, website).

Student groups will share resources and work together to create presentations which are times, engaging, and informative.

Lesson Planning Assignments (60 point, 3 plans – 20 pts each)

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: Due dates are listed in the course outline.

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.

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.

Lesson Plan 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.

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. 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
- 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.

Other Assignments.

Attendance and Participation in Class Activities (75 points)

Students are expected to attend class and actively participate in all assignments, group activities, and class discussions. Active participation includes the asking of questions and the presentation of one's own understanding with regard to the readings and lectures as well as interactive discussion and participation in activities with other class members. Active participation also includes listening and respectful consideration of the comments of others. This will require all students to complete the required readings, activities, and assignments for that specific class meeting. Additionally, during class meetings there will be opportunities to earn points for successful completion of in-class activities. If you are not in attendance and thus not able to participate when these activities occur, assigned points cannot be earned.

Schedule

Date/Class	Topics	Assignments Due on this Date
June 4 Tuesday (1)	Introduction to the course* Syllabus review Library Resources Essential Understandings	Social Issues Groups Assigned Content unit discussion begins
June 6 Thursday (2)	Adolescent Learners Legislation; Curriculum, Strategies In class activity: Content and grade for Instructional Unit (SOLs) Group project dates	Chapter 1 & 2, one CLQ (chpt. 2) ** Begin to identify your target class and content for the Instructional Content Area Unit
June 11 Tuesday (3)	Lesson Planning , Instructional Design In class activity Target classroom/Lesson Planning *Please bring your laptop with the LP organizer	Chapter 3, one CLQ **Please bring your chosen SOL. **Please bring your chosen VA DOE LP to class.
June 13 Thursday (4)	Content Area Instructional Unit Review Requirements – Concept mapping Lesson Plan time in class – we will work together to review and create LP # 1	Chapter 4, one CLQ ** Target Class Description Due
June 18 Tuesday (5)	Secondary reading Vocabulary, Comprehension, Strategies Instructional Unit Time	Chapter 5, one CLQ Informal Unit Plan Updates
June 20 Thursday (6)	Writing strategies In class activity: LP# 2 –Please bring the LP organizer to class. This LP should fit within you	Chapter 6, One CLQ 1st LP due

	content area unit. Please bring unit materials.	
June 25 Tuesday (7)	Memory and Mnemonics Math Instructional Strategies Instructional Unit-Assessment/Lesson Planning Assessments and Grading	Chapter 7, one CLQ
June 27 Thursday (8)	Blackboard Module: Co-Teaching Cooperative Learning (PALS) Unit Planning/Social Issues Time - schedule time with your social issues team	Linzer & Heater Article (on BB) and one CLQ 2nd LP Due
July 2 Tuesday (9)	Online Class Study & Organizational skills, Cornell Notes Science and Social Studies Instruction Graphic Organizers (GO) work on Instructional Unit	Chapter 8, one CLQ One or more unit assessments for peer review – work on this week and bring to next class
July 9 Thursday (10)	Social Skills Social Autopsies	Chapter 9, one CLQ Assessments bring to class
July 11 Tuesday (11)	IEPs and Transition Plans In class IEP activity with case study Parental Concerns: Working with Parents	Skim Chapters 10 & 11, one CLQ 3rd LP due
July 13 Thursday (12)	Special Issues Presentations	Group Presentations
July 18 Tuesday (13)	Content Area Instructional Unit (Peer Review) Course evaluations	*Please bring your entire instructional unit
July 20 Thursday (14)	On-line class – completion of projects	
July 25 Tuesday (15)	Content Unit Summary of Learning	Content Area Instructional Unit Due

***Rubrics will be posted on Blackboard and handed out the first night of class.**

It is recommended that students retain both electronic and hard copies of ALL course assignments. Products from this class may become part of one's individual professional portfolio used to document satisfactory progress towards licensure as based on the CEC standards.

