



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

Fall 2013

EDSE 629 678: Secondary Curriculum and Strategies for Students with
Disabilities who Access the General Curriculum
CRN: 81244, 3 - Credits

Instructor: Dr. Jennifer Walker	Meeting Dates: 8/26/2013 - 12/16/2013
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Office Hours: By appointment	Meeting Location: Arlington, Rm FH 481

***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.

Digital Library Option

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

Additional Readings

All required additional readings are posted on Blackboard.

Course Relationships 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 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 attend class and actively participate in all assignments, group activities, class discussions, and online activities. 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 in advance.

Students are required to complete all in-class and out of class assignments to earn class participation grade for each class session.

Students should email the professor before or on the day of class meeting if you will not be able to attend.

If a student is absent, it is the *student's* responsibility to acquire notes, work, handouts, etc. It is recommended that students pair with another classmate as a class partner.

Late Work.

All graded assignments are outlined in the syllabus and are due on the date indicated. If the due date is changed for any reason, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students.

If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. The assignment must be emailed by the start of the class on the date it is due.

If your assignment will be late, notify me immediately and give me an estimated date of completion. There will be a 2 point per calendar day penalty for turning in assignments after the due date. Except in very unusual circumstances (e.g., hospitalization, accident), and with prior approval from the professor, no assignment more than 5 calendar days late will be accepted.

You will not be reminded of overdue assignments.

APA Formatting.

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.) or to access one of the internet sites that provides a summary of this information. You are required to use APA guidelines for all course assignments. All work produced outside of class must be typed unless otherwise noted.

Work Submission and Academic Integrity.

All assignments are to be double-spaced, typed, 12 point font, 1” margins, in APA format, and completed on time or subjected to point reduction as outlined above. Work should be submitted with paper copies **and** through email and files should be **labeled as follows**:

StudentName_AssignmentName.doc

To maximize credit for assignments, the rubric must be clearly and concisely followed for each assignment. Failure to do so will result in a reduction of points. If at any time you are confused about course material or an assignment, please contact me so we can problem solve together. Credit **MUST** be given to material copied or quoted from sources, i.e., books, internet sites, or curriculum material. Failure to do so may be viewed as plagiarism. Take 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 proper APA citation. Evidence of plagiarism or any other form of cheating will result in a zero on the assignment and a report of the incident to the Dean’s office.

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.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

Evaluation	Points
Class attendance and participation	150 (10 points each class session)
Teaching report	75 points
Secondary issues resource guide	25 points
Unit plan*	200 points
Total possible points	450

*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 the final exam night. 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= 150 points)

Participation includes (but is not limited to) showing evidence of having read/studied course readings, completion of weekly class activities both in class and on Blackboard discussion threads, 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. One 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 second teacher 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

**Tentative Course Organization and Schedule

Session	Readings Due	Course Topics	Assignments Due
1 August 26 th	Syllabus	Introduction and overview. Review syllabus and course structure.	
September 2 nd	Labor Day- University Closed		
2 September 9 th	Chapter 1 Bb Readings	Characteristics of secondary students with disabilities	Selection of Secondary Issue Topic Video: Dropout Nation and 3x3 Grid
3 September 16 th	Conderman & Bresnahan (2008) Bb Readings	Understanding the curriculum. Thinking about adolescents	Video: Is Teaching An Art or Science?
4* September 23 rd	Chapter 2 Bb Readings	Planning for instruction. Unit planning. Lesson planning.	
5 September 30 th	Bb Readings	Planning for instruction. Unit planning. Lesson planning.	Secondary Issues Paper
6 October 7 th	Chapter 3 Skim Brigham et al (1995) Bb Readings	Structuring the classroom and general considerations of intervention.	
October 14 th	Columbus Day- University Closed		
7 October 21 st	Chapter 4 Bb Readings	Effective instructional models. Direct instruction. Strategy instruction.	Draft target classroom unit organizer
8* October 28 th	Bb Readings	Direct instruction. Strategy instruction.	Draft lesson plan
9 November 4 th	Chapter 5 Swanson & Deshler (2003) Bb Readings	Effective teaching behaviors.	Draft lesson plan
10 November 11 th	Chapter 6 Witzel et al. (2008) Bb Readings	Effective teaching behaviors. Teaching math	
11	Bb Readings	Teaching math. Teaching comprehension	

November 18 th			
12*	Chapter 7 Scruggs et al. (2010)	Teaching comprehension. Teaching vocabulary.	
November 25 th	Conderman & Hedin (2011) Bb Readings		
13	Chapter 8 Mason, Harris, & Graham (2011)	Teaching writing. Teaching spelling.	Teaching Report
December 2 nd	Bb Readings		
14	Chapter 9 Bulgren (2006)	Teaching in the content areas.	
December 9 th	Bb Readings		
15		Wrap-up. Presentations.	Final Unit
December 16 th			

*Shared Class Session

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 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 (teacher 1)	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 (teacher 2 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

(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.