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

Spring 2014
EDSE 629 001: Secondary Curriculum and Strategies for Students with
Disabilities who Access the General Curriculum
CRN: 10608, 3 - Credits

Instructor: Dr. Carlyn Floyd	**Meeting Dates:** 01/21/14 - 05/14/14
Phone: 703-201-9809	**Meeting Day(s):** Tuesday
E-Mail: cfloyd3@gmu.edu	**Meeting Time(s):** 7:20 pm-10:00 pm
Office Hours: By appointment	**Meeting Location:** KAII 113

> **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-requisites: 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) 993-3670 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

Sabornie, E. J., & deBettencourt, L. U. (2009). *Teaching students with mild and high incidence disabilities at the secondary level* (3rd ed.). Pearson: Upper Saddle River, NJ.
ISBN-10: 0132414058 ISBN-13: 9780132414050

Digital Library Option
The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the Digital Library, visit:
http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

Recommended Textbooks
none

Required Resources
Access to Blackboard

Additional Readings
Several articles will be available on Blackboard. Some will be required reading, others will be optional.

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 RESURES 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.

All students are expected to attend class on time and for the entirety of the class. If students must be absent from class, they must let the instructor know that day and get all missed information from a classmate. Students are responsible for any missed work or information. If students miss class when an assignment is due, that assignment is due by 10PM by email to Dr. Floyd that night.

Late Work.

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be communicated to students in class. 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 time 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.

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

95-100%	A
90-94%	A-
85-89%	B
80-84%	B-
70-79%	C

<69%	F

Assignments

Performance-based Assessment (TaskStream submission required).
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 for specific instructions)

- Curriculum Analysis
- Unit planning visual organizer
- Adaptation of a lesson plan
- Lesson plans
- Assessments

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

Performance-based Common Assignments (No TaskStream submission required).
None for this course

Other Assignments.

Class Attendance and Participation (120 points; 10 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. Students are expected to not be on their computers unless taking notes during class. If you are not in class, you will not earn participation points. You cannot earn all participation points if you arrive late or leave early. If an assignment is due on the date that you miss and it is not turned in by that date, it will not be accepted. If an emergency arises, contact me as soon as possible.

Secondary Issues Group Paper (50 points) - 5-8 pages, including cover and references; one paper per group (4-7 people per group) to be turned in.

Secondary Issues Group Presentation (50) – 15 minutes

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, speak to current research and describe resources.

The secondary issues paper 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 should use data-based sources to write the introduction and causes sections and include only quality, legitimate resources in the final section. See below.

Minimum of 5 pages, 8 maximum, including cover and references page. APA style, 12 font size, double spaced, one inch margins.

Section	Content
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 five resources that teachers may consult for more information or provide for parents. These could be websites, journal articles, newsbriefs, etc. Give a location (i.e., article citation, website) and description of the resource in less than 200 words.
Research	At least 2 research based articles (articles where research on this topic is cited) are synthesized in body of paper.

Secondary Issues – Paper Rubric

Item	Points Possible	Points Earned	Requirements
Introduction	10		• Topic stated • Brief description • Prevalence rate population • Prevalence rate disability • Rationale for concern
Causes	10		• Statement of believed causes • Research support for causes
Importance for teachers	10		• Rationale for importance to teachers • Impact of issue on education/instruction • Warning signs (if applicable)
Resources	10		• Citation/location • Source/author • Target audience • Overview of what the source provides
Research	10		• At least 2 research based articles (articles where research on this topic is cited) are synthesized in body of paper.
Total Points	**50**		

Secondary Issues - PRESENTATION RUBRIC

Item	Points Possible	Points Earned	Requirements
Introduction	10		• Topic stated • Brief description • Prevalence rate population • Prevalence rate disability • Research briefly described • Rationale for concern
Causes	10		• Statement of believed causes • Research support for causes
Importance for teachers	10		• Rationale for importance to teachers • Impact of issue on education/instruction • Warning signs (if applicable)

Resources	10		• Resources shared with classmates as a take away
Overall Presentation	10		• Full group participated • Clear in presentation speech • Visual to guide – powerpoint or Prezi
Total Points	**50**		

Schedule

	DATE	TOPIC(S)	READING ASSIGNMENT DUE AND CLASS ACTIVITY
1	1/21	Introductions, Syllabus, Characteristics of Secondary Students with Disabilities	Brainstorm and *choose secondary issue*, choose groups or have them designated
2	1/28	Planning for instruction; units, SOLs, lesson planning; LEARN Model	Skim Sabornie & deBettencourt chp 2: overview of adolescents with HID Bring Ch 7: Developing a Unit Plan Routine (on BB) Unit Plan Part 1: Curriculum Analysis Bring LEARN model forms from BB *Choose unit plan topic* and group
3	2/4	Planning for instruction: graphic organizers What is Content Area Literacy?	Lenz & Deshler Chapter 7 read pg 170-191; Unit Plan Part 2: Visual Organizer – focus on unit map Content Area Literacy Read "Your First IEP Meeting" – bring 3 ideas new to you
4	2/11	Describe components of IEP that successfully address needs of secondary students with disabilities; Federal and State Laws	Guest speaker JM
5	2/18	Group work session: Secondary Issues Paper and Presentation	Sec Issues Paper and presentation preparation – make up class in case of inclement weather
6	2/25	Effective teaching behaviors for adolescents; Direct Instruction	Sabornie & deBettencourt chp 4 : Effective Instruction and Behavior Management techniques: Guest Speaker SE Bring Ch 7 Read and bring 3 ideas new to you from each: • Tips for Using Interactive Whiteboards…

			• Minds on Fire
			• The Wounded Student
			• Sustaining the Fire
			• Teaching Students with Attention….
7	¾	Secondary Issues	Secondary Issues Paper due & SIP presentations SIP Presentations Unit Plan Part 3: Adaptation Unit Plan Part 4: Lesson Plan Development Unit Plan Part 5: Assessment
8	3/11	GMU SPRING BREAK	NO CLASS
9	3/18	Processing Deficits Assessments	How do processing deficits affect learning? Guest speaker, psychologist PR Read and bring 3 ideas new to you from each: • Maximizing the Power of Formative Assessments • Visual and Auditory….
10	3/25	Cognitive Strategy Instruction	Sabornie & deBettencourt chp 7: Math instruction Sabornie & deBettencourt chp 5: Reading Instruction Sabornie & deBettencourt chp 6: Written Language Instruction Read and bring 3 ideas new to you from each: • Journal Writing Every day… • Teaching Students to Comprehend Informational… • Teaching Reading Comprehension Strategies… • Fitting the Response to Intervention… • Intensive Intervention for students with Math… • Ch. 4: Best Practice in Mathematics.
11	4/1	Lesson Planning – what does differentiation really mean? Creating independent learner	Finish Math, Reading and Written Language
12	4/8	Memory and management; Post Secondary plans	Sabornie & deBettencourt chp 8: Study Skills Instruction Sabornie & deBettencourt chp 9: Social Skills Instruction Sabornie & deBettencourt chp 10: Post Secondary Programs Sabornie & deBettencourt chp 11: Transition to Indep Living
13	4/15	FCPS SPRING BREAK	Group work on project
14	4/22	Unit presentations	**Unit Plan Project Due** Presentations
15	4/29	Unit Plan presentations	Presentations
16	5/6	Unit Plan presentations	**Taskstream due by Friday May 2**

Appendix

Secondary Curriculum Unit Plan

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 are required to write two comprehensive lesson plans that address state standards and include students with disabilities. You are also required to adapt a lesson plan to be delivered in a co-taught classroom that addresses similar state standards. You will write two assessments that provide opportunities for the learners to demonstrate their understanding of the core concepts of the unit for either classroom. 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 state standards.

Part I: Curriculum Analysis

Choose a state or Common Core standard (or component of a standard) from a specific content area in any grade level 6-12. In narrative form, identify the standard and provide an analysis of the essential concepts, critical vocabulary, and necessary skills (what does a student need to be able to do to acquire, organize, recall, and express the mastery of the standard material) required to meet the standard. This analysis will guide your unit and lesson planning.

Part II: Development of Unit Planning Visual Organizer

Using your analysis of the standard, identify concepts, vocabulary, and skills that fit together and can be taught in a cohesive unit. With these, create a Unit Planning Visual Organizer (document given to you by instructor) that:

      a.   Makes explicit connections between prior knowledge and future knowledge (sections 1-4),

      b.   Identifies linkages between the essential concepts of the unit (section 5 and page 2),

      c.   Demonstrates your ability to prioritize key concepts from the unit (section 5 and page 2),

      d.   Provides a schedule of when and in what order the essential concepts will be taught (section 8),

      e.   Determines the types of relationships that will be used to link concepts within the unit (section 6; cause/effect, compare/contrast, characteristics, etc.), and

      f.   Poses questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts (section 7).

Part III: Adaptation of a Lesson Plan

Using a lesson plan provided by the Va Department of Education website for your chosen standard,

1. Identify the essential concepts, vocabulary, and skills included in the lesson.
2. Describe areas of difficulty within the lesson for students with disabilities, providing support for your assertions.
3. Rewrite the lesson using evidence-based practices described in your text or in class to address the difficulties identified in Item 2.
4. In a brief narrative, provide a rationale for each evidence-based practice you include.

Part IV: Lesson Plan Development

1. Provide a brief description of a secondary classroom appropriate for your lessons, including number of students, number of professionals and paraprofessionals, and length of each class session.
2. Write TWO comprehensive lesson plans, focused on your selected state standard, that address either an essential concept(s) or critical vocabulary and include teaching a skill necessary to master the material. For example, you might teach students how to use keyword mnemonics to remember critical vocabulary or you might teach how to use POWER when writing an essay.
3. Both of these lesson plans must include *evidence-based teaching methods and strategies* from the course that:
      a.   address the abilities and needs of the learners with mild to moderate exceptional learning needs,
      b.   individualize instruction to meet these needs,
      c.   emphasize the development, maintenance, and generalization of knowledge and skills across environments,
      d.   are age and ability appropriate, and
      e.   are linked to the lesson objective.
4. Include a copy of any materials necessary to teach the lesson (e.g., powerpoint slides, graphic organizers, checklists).

In a brief narrative accompanying the lesson plans, provide a rationale for:

      a.   Your choice of lesson objective,
      b.   How the teaching method and strategies you chose meet the needs of the students with disabilities and are evidence-based,
      c.   The use of assistive technology (as appropriate), and
      d.   How the lesson links to the next lesson/concept.

Part V: Assessments

1. Create two different assessments for your unit. Provide a description of the assessment and sample items. Identify where in the scope and sequence of your instruction each assessment occurs.

In a narrative accompanying the assessments, describe how they:

      a.   Require different types of responses,
      b.   Evaluate the students' learning of the stated objectives and core content of the unit, and
      c.   Guide future instruction.