



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

Fall 2014

EDSE 629 001: Secondary Curriculum and Strategies for Students with  
Disabilities who Access the General Curriculum  
CRN: 72085, 3 - Credits

<b>Instructor:</b> Dr. Elizabeth Potts	<b>Meeting Dates:</b> 8/25/2014 - 12/17/2014
<b>Phone:</b> 703-915-8411	<b>Meeting Day(s):</b> Wednesdays
<b>E-Mail:</b> epotts2@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm-10:00 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Fairfax, KA1 102

***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. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

**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) 993-3670 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., & deBettencourt, L. (2009). *Teaching students with mild & high incidence disabilities at the secondary level* (3<sup>rd</sup> ed.). New York: Pearson.

## 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

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

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2<sup>nd</sup> edition expanded).

Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Wiggins, G., & McTighe, J. (2004). *Understanding by design: Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

## Additional Readings

See 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/the-mason-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 all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Students are expected to arrive on time and stay for the duration of class time. Attendance, timeliness, and professionally relevant, respectful and active participation are expected. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot be recreated outside the class session.

In the unlikely event that you are not able to attend, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered including assignment discussions/clarifications/explanations and assignments given and due. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content, and procedures/assignments, etc. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence.

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

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

### Participation

You are expected to be present, prepared, and exhibit professional dispositions for each class session. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. **Points missed due to absences during class activities will NOT be made up.**

Quality participation includes:

- (a) Arriving on time, including back from break(s),
- (b) Staying in the classroom/activity area for the duration of the class time,
- (c) Participating in all class activities (face-to-face and outside of class, including by electronic means),
- (d) Having on hand all materials required for the class session as per course assignments and the syllabus, and
- (e) Demonstrating professional behavior. The GMU CEHD Professional Dispositions serve as a minimum standard (<http://gse.gmu.edu/facultystaffres/profdisp.htm>)

### Late Work.

All assignments must be submitted *on or before* the assigned due date. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. NO POINTS will be awarded towards any assignments which are submitted 7 or more days past the due date.

### Communication.

The most efficient way to contact me is through email. I check email twice daily 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. On weekends, I check my Mason account less often. Do not email me a few hours 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, in person or via Skype), please do not hesitate to contact me.

Written Language: Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: <http://apastyle.apa.org> .

Oral Language: Use “person-first language” in class discussions and written assignments (and, ideally, in professional practice). In accordance with terminology choices in the disability community, strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in oral and written communication and to avoid language labels by stating, for example, a “student with disabilities” (SWD) rather than a “disabled student”. Please refer to guidelines for non handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf> .

### **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**

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

### **Assignments**

**Performance-based Assessment (TaskStream submission required).**

#### **Secondary Curriculum Unit Plan (40 points)**

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to prioritize essential concepts and skills, write lesson plans and assessments, and adapt existing lesson plans within a curriculum unit. You 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.

**Blackboard:** On the course BB site, there is a folder labeled, “Content Area Instructional Unit.” This folder contains the assignment, rubric, unit mapping organizer, lesson plan templates, and other useful materials. Please make sure to download these materials to your laptop so that you can access/use them during class time.

**Class Time:** This is a large assignment and we will spend some time during each class session working in groups on the components. Please plan to bring your laptops and materials to class. Please plan to ask questions and do not leave this assignment until the last minute!

**Required Components:** Each paper should be written in a professional manner with complete sentences and be free of grammatical and spelling errors. All components should fit together logically and coherently.

Each unit must contain the following components:

#### **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.

### **Scoring Rubric: Unit Plan**

Unit introduction/summary	5
Unit planning visual organizer	5
Modified lesson plan	5
Original comprehensive lesson plans	10 (5 points each x 2)
Formative assessment	5
Summative assessment	5
<u>Overall presentation and completeness</u>	<u>5</u>

**Total:**

**40**

**Performance-based Common Assignments (No TaskStream submission required).**

**Secondary Issues Presentation (15 points)**

This small group project will require you to identify and explore issues and topics of interest related to secondary students in general and students with disabilities in particular. Your topic (dropping out, substance abuse, need for self-advocacy, depression, gang membership, bullying, block scheduling, case management, etc.) will identify the issue, explore causes and effects, and identify potential solutions from the literature. Students should use data-based sources to create the presentation, and include the components detailed in the rubric below.

*Each presentation should be approximately 30 minutes, although the exact time will be determined once we have completed the signup process.*

Each presentation should include:

**Introduction:** Topic must be relevant to secondary learners with disabilities. The introduction should provide the following: (a) comprehensive description of the issue, (b) prevalence rate in the general adolescent population, (c) prevalence rate in the adolescent disability population, and (d) rationale for concern.

**Causes:** Include a clear overview of the suspected causes of the issue.

**Importance for Teachers:** Presenters will state why the issue is of importance to teachers and how it can impact instruction and education. Presenters should describe warning signs, if applicable.

**Treatments/Interventions:** Include a clear description of what has been found to work to alleviate this issue or intervene.

**Resources:** Presenters will describe 3-5 resources that teachers can use to address the issue. Include the source location of each resource (i.e., article citation, website).

**Research:** Presentation information should be based on the content of a minimum of 3 peer-review journal articles published from 2000-present.

**Quality of Presentation:** Information presented is based on research and evidence-based practices. Handouts and PowerPoints are clear, easy to read, and professional looking. Presentation is timely, engaging and informative. Presenters reflect poise, clarity, knowledge and enthusiasm. All areas of the presentation are cohesive. Presenters keep the audience engaged and encourage class participation. Presenters provide significant evidence of shared responsibility, commitment, and level of effort. Each group members has a clear, important role for the presentation.

### Scoring Rubric: Secondary Issues Group Presentation

Introduction	1
Causes	3
Importance for teachers	1
Treatments/Interventions	3
Research	3
Resources	2
<u>Quality of Presentation</u>	<u>2</u>
<b>Total:</b>	<b>15</b>

### Methods Research Article Summary (25 points)

Each student will choose an empirically-based intervention articles describing a technique used to teach a secondary content area. Suggestions include: semantic feature analysis, explicit instruction, keyword mnemonic, word ID strategy, morphemic analysis, graphic organizer, content enhancement, or anchored instruction. This must be a research article, not opinion articles or meta-analyses. If you have any doubt that the article you have chosen is appropriate for this assignment, please show it to your instructor. The article should come from a juried professional journal in the field of special education. A copy of the article should be included with your summary paper for your instructor.

Include the APA citation for the article and a brief paragraph of description for how you could address an SOL using the intervention or technique. In writing the summary of the article, the following points must be addressed in addition to the standard citation:

- 1) What is the nature of the problem facing the students according to or implied by this treatment?
- 2) How does the intervention/technique work?
- 3) What is the evidence in support of this technique/intervention
- 4) How does this fit with current school structure? What elements are there to support it? What would be needed to implement it?
- 5) What kind of success was achieved by this method in this study? Did the results justify its use? Would you use this intervention based on the research and method outlined in the article?

#### Grading Rubric for Article Summaries:

Appropriate article	1 points
Article Included	1 points
Citation with correct format	1 points
SOL connection	5 points
5 questions answered	15 points
<u>Spelling, Grammar</u>	<u>2 points</u>
<b>Total</b>	<b>25</b>

Some suggested (but not limited to) journals are: *The Journal of Special Education; Learning Disabilities Research and Practice; Behavioral Disorders; Journal of Learning Disabilities; Education and Training in Developmental Disabilities, American Journal on Mental Retardation, Mental Retardation*

### **Thought Questions (10 points)**

The purpose of this assignment is to ensure that students have read the assigned material and to encourage consideration of the material as special education teachers. Thought Questions are used to provide a format for discussing the issues addressed in each class. Written TQs will be due at the beginning of ten classes, as listed in the course syllabus, and must be typed. Each student will write a question related to the material read that demonstrates thoughtful consideration of the issues/concerns as related to teaching in special education. Each question should include a sentence or two of context/background leading up to the actual question. In class, students will discuss questions and answers in pairs and small groups. Thought Questions will not be accepted late.

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? How can I make that happen?*

### **Attendance and Participation (10 points)**

Students must attend class, participate in class discussions, and read the required readings each night. Points for class attendance and participation are positively impacted by:

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

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

### Other Assignments.

Requirement	Points	Due Date
Secondary Curriculum Unit Plan	40	Dec 15
Secondary Issues Presentation	15	Nov 12 and 19
Methods Research Article Summary	25	Nov 5
Thought Questions	10 (one per question)	Various
Attendance and Participation	10	Ongoing
Total	100 points	

### Schedule

Date/Class	Tentative Topics	Readings/Assignments
August 27 (1)	Introduction to the course Syllabus review	
September 3 (2) There is no class meeting this week. The online module activities are due by midnight on Monday, September 8	Adolescent Learners	Chapters 1 and 2 *Post TQ to your assigned group and respond to at least two other questions *Understanding activity *View Frontline video *Timeline activity
September 10 (3)	Lesson Planning, Instructional Design	Conderman & Bresnahan, 2008; Theoharis & Causton-Theoharis, 2011 <b>TQ Due</b>
September 17 (4)	Content Area Instructional Unit Concept Mapping	Chapter 4 Bulgren, 2006 <b>TQ Due</b> <i>Please bring your laptop with the Unit Planning Visual organizer (leave it blank so that you can work with your group during class to complete the organizer)</i>
September 24 (5)	Secondary reading Vocabulary, comprehension	Chapter 5 <b>TQ Due</b> <i>Please bring your draft adapted lesson plan</i>

October 1 (6)	Writing strategies	Chapter 6 <b>TQ Due</b>
October 8 (7)	Co-teaching Cooperative learning	Chapter 3 Howard & Potts, 2009 <b>TQ Due</b>
October 15 (8)	Memory and Mnemonics Math Instructional Strategies	Chapter 7 Mnemonic Current Practice Alert <b>TQ Due</b> <i>Please bring a draft of one of your original lesson plans</i>
October 22 (9)	Study and Organizational Skills Science and Social Studies Instruction Graphic Organizers	Chapter 8 Brigham, Scruggs, & Mastropieri, 2011; Ives, 2007 <b>TQ Due</b>
October 29 (10)	Social Skills	Chapter 9 <b>TQ Due</b>
November 5 (11)	IEPs and Transition Plans	Chapters 10 and 11 <b>Methods Research Article Summary Due</b> <b>TQ Due</b> <i>Please bring materials to work on developing assessments</i>
November 12 (12)	Special Issues Presentations	<b>Group Presentations</b>
November 19 (13)	Special Issues Presentations	<b>Group Presentations</b>
November 26	Eat turkey and pie!	
December 3 (14)	Content Area Instructional Unit (Peer Review)	Please bring your entire instructional unit
December 10 (15)	Summary	<b>**Unit plan due**</b>

## References

- Brigham, F., & Brigham, M. (2001). *Mnemonic instruction: A Current Practice Alert*. Retrieved from [www.teachingld.org](http://www.teachingld.org).
- Brigham, F. J., Scruggs, T. E., & Mastropieri, M. A. (2011). Science education and students with learning disabilities. *Learning Disabilities Research and Practice, 26*(4), 223-232.
- 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.
- Howard, L., & Potts, E. A. (2009). Using co-planning time: Strategies for a successful co-teaching marriage. *Teaching Exceptional Children Plus, 5*(4), Article 2. Retrieved from <http://escholarship.bc.edu/education/teplus/vol5/iss4/art2>
- Ives, B. (2007). Graphic organizers applied to secondary algebra instruction for students with learning disorders. *Learning Disabilities Research & Practice, 22*(2), 110-118.
- Theoharis, G., & Causton-Theoharis, J. (2011). Preparing pre-service teachers for inclusive classrooms: Revising lesson-planning expectations. *International Journal of Inclusive Education, 15*, 743-761.

**\*\*Please note that, though these are single spaced to save space, in APA format everything is double-spaced.**