



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

Spring 2015

EDSE 629 001: Secondary Curriculum and Strategies for Students with
Disabilities who Access the General Curriculum

CRN: 10530, 3 - Credits

“True terror is to wake up one morning and discover that your high school class is running the country.” ~ Kurt Vonnegut Jr.

Instructor: Carmen Rioux-Bailey	Meeting Dates: 1/20/2015 - 5/13/2015
Phone: 202-302-3223 (mobile)	Meeting Day(s): Tuesdays
E-Mail: criouxba@gmu.edu	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours: TWR by appointment	Meeting Location: FairfaxKrug Hall #14

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

Miller, S. P. (2009). *Validated practices for teaching students with diverse needs and abilities* (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN 9780205567478

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. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association. ISBN 9781433805615

Required Resources

Access to Blackboard and Taskstream

Additional Readings

As Assigned

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 (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 are 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** or **repeated** tardiness/leaving early will result in *the loss of five points off your final grade*. Please notify me **in advance** by phone or email if you will not be able to attend class.

Note: It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be *fully* present in class 😊

Late Work.

All assignments are due on the dates indicated. Consult with me **in advance** if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points per day will be deducted from your assignment grade for late papers **unless** I have agreed to an extension (may be used **one time** only for **one assignment only**). Maximum extension is 1 week. Please retain a copy of your assignments in addition to the one you submit.

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-

80-89% = B

70-79% = C

< 70% = F

Assignments

Performance-based Assessment (TaskStream submission required).

1. Secondary Curriculum Unit Plan (30% of final grade)

due 4/21

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 the selected Standards and complement the provided lesson plans for your chosen unit. You will write two assessments that provide opportunities for the learners to demonstrate their understanding of the core concepts of the unit. In addition, you will adapt one currently existing lesson plan in order to allow students with mild to moderate exceptional learning needs to access the information. 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 Standards.

Description of Target Classroom:

1. Provide a clear description of the target classroom situation including a description of the learners with mild-moderate exceptional learning needs (impact of learners' academic and social abilities, attitudes, interests, and values), grade level, and content of lessons (11th grade English, Algebra I, etc.)
 - a. Include a clear explanation of the characteristics of the learners, similarities and differences of and among individuals with and without exceptional learning needs and how these needs affect your instruction.
 - b. You have the option of describing your own secondary classroom or creating a realistic inclusive "class" of learners with mild to moderate exceptional learning needs who access the general education curriculum. Your "class" should also include students with cultural and linguistic differences.

Development of Unit Planning Visual Organizer:

You will be given a set of Standards from a secondary-level core content area.

1. Create a Unit Planning Visual Organizer which:
 - a. Makes explicit connections between prior knowledge and future knowledge.
 - b. Presents linking steps of the essential concepts (interactions, links to past knowledge and big picture)
 - c. Demonstrates your ability to prioritize key concepts from the unit.
 - d. Provides a schedule of when the essential concepts will be taught.
 - e. Determines the types of relationships that will be used to link concepts within the unit (cause/effect, compare/contrast, characteristics, etc.).
 - f. Poses questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.

Adaptation of Lesson Plan:

1. You will be given comprehensive lesson plans for 3 block-scheduled days of the unit. Your task is to take ONE of these lessons and adapt it to make it more accessible for the class of learners that you described. For the selected lesson plan, provide the following:
 - a. Specific options for differentiating this lesson including:
 - i. Technology
 - ii. Multisensory
 - iii. Community connections
 - iv. Small group learning
 - v. Vocabulary
 - vi. Student organization of content
 - b. Specific ways in which the lesson objectives are scaffolded including:
 - i. Content scaffolds
 - ii. Task scaffolds (direct instruction of evidence-based strategies)
 - iii. Materials scaffolds
 - iv. Response scaffolds

Lesson Plan Development:

1. Write TWO comprehensive lesson plans that address the selected Standard(s) and complement the lesson plans that were provided. Both of these lesson plans must integrate *evidence-based teaching methods and strategies*.
 - a. As you write the lesson plans, consider the most effective ways to identify and prioritize areas of the general curriculum and sequence, implement and evaluate learning objectives.
2. Each lesson plan should include:
 - a. Methods for guiding individuals in identifying and organizing critical lesson content.
 - b. Strategies for integrating student initiated learning experiences into ongoing instruction.
 - c. At least one measurable lesson objective
 - d. Levels of support as related to the needs of the students

Assessments:

1. Create two assessments and identify where in the scope and sequence of your instruction each assessment occurs. Your assessments should:
 - a. 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

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

2. Research Review (30 points) due 3/17

Each student will locate and analyze 5 articles from peer-reviewed special education journals that summarize research on a given facet of **secondary** instruction for students with disabilities who access the general curriculum.

Select 5 **research articles from professional journals** (a list of commonly used peer-reviewed journals is available to you in the Information section of Blackboard).

○ The focus of the articles must pertain to an secondary level research-based strategy(ies) for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities (ED, LD, and/or, MR)

or

○ the focus must be on cognitive strategies in self-regulation, metacognition, study skills, attention, memory, or motivation for individuals with mild disabilities of secondary age.

Prepare an **introduction** to the topic and a needs statement (why is this important to students with disabilities?), a written **summary of each research article**, including the complete citation, with a special emphasis on the participants, strategies, materials, and findings. Do not simply copy the abstracts, but write in your own words what was undertaken in the study and the results. Finally, write a **conclusion** of the summaries **as a whole**, and what the **implications for practice** are for the secondary special education teacher—in other words, based on your research review, what should the secondary special education teacher implement in the classroom for students with mild disabilities? Be sure to use APA style and include a reference page.

You will present your findings in a 5-minute oral presentation in class on 3/31

3. Secondary Issues Project (30% of final grade) due 4/28 or 5/5

This small group project will develop your understanding of the particular issues or barriers relevant to serving secondary students with disabilities. Your topic (drop- out prevention, 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 and evidence-based practices. Your 30-minute presentation will provide learners with a solid foundation of knowledge on your topic.

Other Assignments.

4. 2 Blackboard Discussion Boards (5 each=10 points total) (10% of final grade, 5 pts apiece)

Due Dates: 2/10 and 2/24 by 9am (so I have time to read and grade before class that day)

Provide a comprehensive response to both the prompt and at least 2 classmates' postings. NO late submissions will be accepted. To earn the full 5 points you must submit your postings by the due date and time (9am the day of class). Your response should address the discussion board topic AND reflect your reaction to at least 2 of your classmates' postings.

Schedule

CLASS	TOPICS	ASSIGNMENTS to do <i>after</i> this session	DUE <u>THIS</u> CLASS SESSION
Class 1 1/20	Syllabus Review Course Introduction Essential Understandings	Ensure successful entry to Blackboard for this course Chapter 1	
Class 2 1/27	Collaboration at the Secondary Level	Chapters 2 and 3	
Class 3 2/3: Online Class	Complete IRIS modules: Content Area Reading	Chapters 5 and 6	
Class 4 2/10	Service Delivery decision-making	Chapter 4	Discussion Board 1 due by 9am
Class 5 2/17	Reading Research	Chapter 7	
Class 6 2/24	Writing Research	Chapter 8	Discussion Board 2 due by 9am
Class 7 3/3	Content Area Strategies	Chapter 9	
3/10	Happy Spring Break!		
Class 8 3/17	Content Area Strategies		Research Review due
Class 9 3/24	Math	Chapter 10	
Class 10 3/31	Research syntheses presentations (5mins. per person)		
Class 11 4/7	Unit Planning		

Class 12 4/14	Unit Planning		
Class 13 4/21	Secondary School Leadership and Special Education	Reflection to guest speaker	Unit Plans due and submitted to task stream
Class 14 4/28	Secondary Issue Presentations		Presentation due
Class 15 5/5	Secondary Issue Presentations		Presentation due

Appendix

All rubrics and other course information can be found on Blackboard.