



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

Summer 2015

EDSE 629 693: Secondary Curriculum and Strategies for Students with
Disabilities who Access the General Curriculum
CRN: 42669, 3 - Credits

Instructor: Dr. Carlyn Floyd	Meeting Dates: 5/26/2015 - 7/28/2015
Phone: 703-201-9809	Meeting Day(s): Tuesdays
E-Mail: cfloyd3@gmu.edu Quick answers: cefloyd@fcps.edu	Meeting Time(s): 4:30 pm-8:30 pm
Office Hours: as requested by appointment	Meeting Location: Off-campus/Other OCL OCL

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) 993-3670 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

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

See above

Required Resources

On Blackboard

Additional Readings

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/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.

- For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, demonstrate professional behavior in the classroom (see Professional Disposition Criteria), and complete all assignments with professional quality and in a timely manner.
- When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member prior to the class meeting that follows the absence. Be aware that any points earned

for participation in class activities during a time of absence will not be earned and cannot be reclaimed.

- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- The use of electronic devices that record class or photograph individuals or materials may not be used without instructor permission.
- Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.
- Routine access (daily) to electronic mail and Blackboard for communication and assignments is crucial to participation in this class.
- For each in-class hour devoted to this course content, students are expected to spend at least 3 hours outside of class on course related assignments, which is a typical in-class to out-of-class ratio for graduate level coursework.
- Retain electronic copies of all course products for use during the portfolio phases of the M.Ed. or licensure programs.
- Exemplary work should be considered for presentation or publication opportunities.

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 (cfloyd3@gmu.edu) 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

A	=	94 – 100 percent	A-	=	90 – 93 percent
B+	=	86 – 89 percent	B	=	80 – 85 percent
C	=	70 – 79 percent	F	=	Below 70 percent

Assignments

Performance-based Assessment (TaskStream submission required).

Secondary Curriculum Unit Plan (60% of final grade)

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).**Research Review (40 points)**

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:

- The focus of the articles must pertain to a 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, ID)

Or

- The focus must be on cognitive strategies in self-regulation, metacognition, study skills attention, memory or motivation for individual 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, total of 8 pages max. You will present your findings in a 5 minute oral presentation in class.

Other Assignments.

Schedule

Class	Topic	Assignment
1 – 5/26	Syllabus Review Course Objectives	
2 – 6/2	School Context, Planning and Organizing at the Secondary Level	Ch 1, 2, 3
3 – 6/9	Instructional Delivery & Teaching Behaviors	Ch 4, 5
4 – 6/16	Reading Instruction	Ch 7 – Research Review Due
5 – 6/23	Group Work on Unit Plan	
6 – 6/30	Writing Instruction	Ch 8
7 – 7/7	Mathematics Instruction	Ch 6
8 – 7/14	Accommodations and Modifications	Ch 9, 10
9 – 7/21	Assessing Student Progress	Ch 11
10 – 7/28	Secondary Issue Presentation	Unit Plan Due to Taskstream

Appendix