



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

Fall 2015

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

CRN: 71893, 3 - Credits

<b>Instructor:</b> Dr. Frederick Brigham	<b>Meeting Dates:</b> 08/31/15 - 12/21/15
<b>Phone:</b> 703 993 1667	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> fbrigham@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm-10:00 pm
<b>Office Hours:</b> Wed. 5:00-7:00 & appt.	<b>Meeting Location:</b> Fairfax KH 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: 3 Hours 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.

### **Advising Tip**

Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly or use the instructions at <http://masonlive2.gmu.edu/tutorials/forwardemail.cfm> to forward to an email account you check frequently.

### **Nature of Course Delivery**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

### **Evidence-Based Practices**

This course will incorporate the evidence-based practices (EBPs) relevant to secondary curriculum learning strategies, content Area planning, designing a secondary IEP . These EBPs are indicated with an asterisk (\*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

### **Learner Outcomes**

Upon completion of this course, students will be able to:

- Demonstrate knowledge of the federal and state laws that require and provide for instructional services for students with disabilities.
- Demonstrate the ability to develop a comprehensive unit that includes instructional strategies and adaptations for students with disabilities at the secondary level.
- Identify and infuse into the curriculum differentiation strategies for successfully including students with disabilities at the secondary level in both regular (math, science, social studies, English, etc.) and special education classroom environments.
- Demonstrate the ability to assess, plan for, and address the content area literacy needs of students with disabilities who are accessing the general curriculum/

- Describe components of Individual Education Plans that successfully address the needs of secondary students with disabilities.
- Identify research efforts, organizations, services, networks, and the variety of state and local resources aimed at dropout prevention and improving the outcomes of secondary students with disabilities.

### **Required Textbooks**

Miller, S. P. (2009). *Validated practices for teaching students with diverse needs and abilities* (2nd ed.). Boston: Allyn & Bacon.

In addition to the text that you were told to purchase, we will use the Current Practice Alerts Series from CEC along with selected book chapters and journal articles. All required readings will be placed on the class blackboard site.

### **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](mailto:Molly.Haines@pearson.com).

### **Recommended Textbooks**

There are no additional textbooks suggested *for* this course. However, I have quite a list of useful resources that I highly recommend for any practicing teacher. I'll post a list of them at the end of the syllabus. I'll also bring my copies of many of these texts to class for you to examine.

### **Required Resources**

You will need presentation software of some sort. PowerPoint and Prezi are good examples of the kinds of tools that we will need.

Access to Blackboard, ability to watch video either by streaming or DVD.

### **Additional Readings**

See class bibliography for additional resources.

### **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 2: Learning environments; Standard 4: Assessment; Standard 5: Instructional planning and strategies.

### **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, (d) show evidence of having read/studied material, and (e) complete all in-class assignments. Students who are unable to attend a class, are responsible for the material covered in the missed class and also for assignment deadlines.

*Never* call or write to me and ask if it is “alright to miss a class!” Of course it is not. It is, however, sometimes necessary for people to miss a class. If that happens, use your judgment as to the necessity. Do not contact me and ask me to judge the adequacy of your reason. That is demeaning to both of us. If you must miss a large number of classes, it is a good idea to get in touch with me so that we can work out arrangements to complete the class or to consider the merits of dropping the class if there is still time to do so.

You are responsible for the material covered in your absence and also absence does not alter due dates. Plan to accomplish the goals for this class in a timely manner so they do not pile up on you.

### *Late Work.*

All graded assignments are posted in the Syllabus and are due on the date indicated. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students.

Because all assignments are given at the beginning of the course, 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 date 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. If, for some reason, you are incapacitated on the day the assignment is due (e.g., hospitalized, involved in an accident, or someone you care for is hospitalized or involved in an accident), contact me either directly or through a representative within 24 hours.

Failure to complete assignments *including any* tests by the due date will result in a grade of zero being posted for the assignment or test. Any assignments or grades that are outstanding at the time that grades are required for submission by the university will be assigned a value of zero and will not be accepted at a later time.

### *Written and Oral Language*

APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA, it would benefit you to purchase the *Publication Manual of the American Psychological Association* (6th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines: <http://apastyle.apa.org>.

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace terms “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community. While doing so, we will also be aware that simply changing a pejorative term does very little to dispel unjust treatment experienced by a given target group. It is more about what we actually do than how we talk about it.

### *Assignment Submissions and Revision*

This is a graduate course designed to prepare individuals for professional positions. As graduate students and professional educators, you are required to submit completed projects in accordance with the instructions provided in writing and through class discussions. I will answer questions about the assignment but I will not do it for you. That means that you must ask specific questions and that I will not simply review early drafts. I will grade each assignment only once. There is no option for revision and resubmission of the submitted product once it is graded.

All individual assignments must be submitted through the appropriate portal on Blackboard. Assignments submitted as email attachments will be deleted without comment. The major reason for that is logistic. It is impossible for me to keep track of many emails, so use the Bboard site. Also, I have had the displeasure of receiving emails from students in previous classes with virus-infected files attached. That doesn't happen as much going through Bboard.

Once the Blackboard submission deadline passes, no submissions will be accepted. This is for your protection. If an email is accidentally erased or fails to be delivered, you have no recourse. If the assignment is posted to Blackboard, we are both protected because the date, time and version are clear. **MAKE SURE THAT YOU KNOW HOW TO POST ON BLACKBOARD!**

These policies are in response to previous students who abused the system. Believe it or not, in a recent semester, a student did not even begin the final exam until three weeks after the course ended and grades were posted. When she failed the class and complained, the university folded like a cheap suit because I did not explicitly state that students have to turn in their assignments on time and complete the tests on time. OK, here it is...

**You are expected to complete your assignments and tests on time, according to instructions, and to submit them through the appropriate Blackboard portal.**

**Your assignments will be graded upon submission and there is no option for revision not is there any option for extra credit in the class.**

**Failure to comply with these requirements will result in a grade of zero being entered for the assignment or test. Any questions?**

My advice is to demonstrate the utmost in scorn and contempt for your classmates who engage in self-serving behaviors that diminish the respect afforded to graduates of our program through out the region and across the profession. Expect more of your self than you do from your peers but expect your peers to perform in a manner that would make them colleagues who are able to pull their own load in the schools and, by their own performance, enhance your credibility by your association with them through this training program.

**Blackboard 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 Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

**Grading Scale**

Assignment*	Range	Points
1. Attendance & Participation (class discussion and weekly assessments)	Expected	10
2. Periodic on-line quizzes	60 pts	60
3. 4 by 4 analysis of video	10 pts	10
4. Contra-Indicated Practice Presentation	20 pts	20
5. Secondary Unit Curriculum Plan	200 pts	200
	Total	300

\*Ten percent of assignment total points will be deducted for late work.

**Class Grading Scale**

100--95% = A ; 94--90% = A-; 89--80% = B; 79--75% = C ; < 75% =F

**Assignments**

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

The unit plan will include the following components: (See Appendix A for specific instructions)

- Curriculum analysis
- Unit planning visual organizer
- Two lesson plans
- Two assessments
- One Content Acquisition podcast
- Two Keyword Mnemonics
- One Coached Elaboration

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

### **Other Assignments.**

4 by 4 analysis of video

Summary of Controversial or Contra-Recommended Technique

### **Schedule**

Schedule is attached at the end of the document. The College of Education, probably for very good reasons, requires us to use a locked syllabus template that does not allow page adjustments so I have to add it outside of the template.

## **Appendix A**

**Virtual Office Hours:** I am pleased to respond to questions by telephone or email; however, I am unable to be “on call, 24/7.” Therefore, I am instituting a practice “virtual office hours” this semester. Members of the class may email me at any time, but I am reserving two hours on Tuesday and Wednesday afternoons to respond to emails. Please expect responses to your emails to be made during those hours. Emails received after 3:00 on class meeting days will not receive response until my next opportunity because it seems unsafe as well as unlawful to email while driving to class.

## **Appendix B**

### **Summary of Controversial or Contra-Indicated Intervention**

Bad advice is probably as common as good. Worse than that, there are many things that simply do not work or even hurt kids that educators, parents and others continue to endorse, even though the research has long-ago concluded that the practices should be abandoned. For example, for something like 50 years, it was widely believed that children with autism were the sons or daughters of cold and rejecting mothers who were the cause of the autism. Imagine the pain that such an erroneous belief inflicted upon innocent parents, particularly mothers. Even though that incorrect belief has pretty much evaporated, there are many others that linger. We will examine as many of these as there are students in our class.

Each student will select a topic from a list that I will provide. I will also provide you with a relatively current and trustworthy summary (short book chapter) on which you will base your summary.



## Appendix C

### 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 examples of 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.

### Appendix C

Section	Components
<b>Curriculum Analysis</b>  <b>(30 points)</b>	<ul style="list-style-type: none"> <li>• Identify secondary grade level, content area, and one standard (and/or component thereof) from a specific state curriculum for the general education classroom (i.e., Virginia Standards of Learning).</li> <li>• Identify and describe the relevant:               <ul style="list-style-type: none"> <li>○ Critical concepts,</li> <li>○ Critical vocabulary, and</li> <li>○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)</li> </ul> </li> </ul>
<b>Development of Unit Planning Visual Organizer</b>  <b>(20 points)</b>	<ul style="list-style-type: none"> <li>• Develop a complete unit planning visual organizer which:               <ul style="list-style-type: none"> <li>○ makes explicit connections between prior knowledge and future learning,</li> <li>○ makes connections between essential concepts,</li> <li>○ identifies, prioritizes and sequences key concepts from the unit, and</li> <li>○ identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.</li> </ul> </li> </ul>
<b>Lesson Plan Development</b>  <b>(40 points each)</b>	<ul style="list-style-type: none"> <li>• Prepares two comprehensive lesson plans that               <ul style="list-style-type: none"> <li>○ utilize a repertoire of evidence-based practices to individualize instruction, and</li> <li>○ emphasize the development, maintenance, and generalization of knowledge and skills across environments and settings.</li> </ul> </li> <li>• Focus the lesson plans on               <ul style="list-style-type: none"> <li>○ teaching essential concepts, vocabulary, and content across the general curriculum,</li> <li>○ including age and ability appropriate instruction and</li> <li>○ using specialized instructional strategies appropriate to the abilities and needs of the learners with mild to moderate exceptional learning needs.</li> </ul> </li> <li>• Integrate task analysis and instructional or assistive technology into the lesson plans, as appropriate.</li> <li>• Provides clear and relevant rationale for instructional decisions within plans.</li> </ul>
<b>Assessments</b>  <b>(5 points each)</b>	<ul style="list-style-type: none"> <li>• Develop and describe examples of two different assessments for the unit which require different types of responses from one another and effectively evaluate students' learning of the stated objectives and core content of the unit.</li> </ul>
<b>Keyword Mnemonics</b>  <b>(10 points each)</b>	<ul style="list-style-type: none"> <li>• See Attached Rubric</li> </ul>
<b>Coached Elaboration</b>  <b>(10 points)</b>	<ul style="list-style-type: none"> <li>• See Attached Rubric</li> </ul>
<b>Content Acquisition Podcast</b>  <b>(30 points)</b>	<ul style="list-style-type: none"> <li>• See Attached Rubric</li> </ul>

**Appendix D**  
**Appendix D**  
**EDSE 629 Fall, 2015 Tentative Schedule**

(This schedule may be modified according to the needs of the class.)

mtg	Date	Assignment	Preparation	Due
1	09/02	Introduction and overview	None, we will review syllabus and course structure.	
2	09/09	Thinking about students and schools developmentally Discussion of <i>Dropout Nation</i>	Read SPM chpt 1 Watch Dropout Nation <a href="http://www.pbs.org/wgbh/pages/frontline/dropout-nation/">http://www.pbs.org/wgbh/pages/frontline/dropout-nation/</a>	<b>* 4 x 4 analysis of Dropout Nation, what problems, perspectives emerged</b>
3	09/16	Can we make a difference in the academic lives of secondary students?	Scruggs, et al., (2010)	
4	09/23	Curriculum: Big ideas, content organizers, and unit planning	Read SPM Chapter 2 Consider the demands that the kinds of instruction described places on students with IEPs.	<b>* Work in groups to complete a unit Organizer from VA Studies</b>
5	09/30	Lesson Planning Routine	<ul style="list-style-type: none"> <li>• Review SPM, chapter 2 in SPM</li> <li>• Brigham (2009)</li> <li>• Kauffman, et al., (2004)</li> <li>• Use the lesson planning routine on the class web site to complete lessons for the VA studies units.</li> <li>• Online ppt of lesson planning components</li> </ul>	<b>• Use the lesson planning routine on the class web site to complete lessons for the VA studies units.</b>
6	10/07	Evidence, Fads & False Claims	<ul style="list-style-type: none"> <li>• Brigham (2004)</li> <li>• Watson (2011)</li> </ul>	

mtg	Date	Assignment	Preparation	Due
7	10/14	Delivering Instruction	SPM Chapter 4 Brigham, 1992	
8	10/21	What Not to Do...	Various topics assigned to individuals.	<ul style="list-style-type: none"> <li>• <b>PowerPoint Summary of Reading selected from list</b></li> </ul>
9	10/28	In what ways shall we intervene?  Content Acquisition Podcast	<ul style="list-style-type: none"> <li>• Online ppt describing major points and additional readings</li> <li>• Read Lloyd et al., (1998)</li> <li>• Kennedy (no date)</li> <li>• Kennedy &amp; Wexler (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learning styles video 3X3 grid</b></li> </ul>
10	11/04	Supporting performance across content areas, general comprehension	SPM Chapter 7 Brigham, et al (2007) Comprehension Strategies TBA	
11	11/11	Content Enhancements 1 Supporting recall	Read Brigham & Brigham (2001) Brigham & Brigham (1998) Sullivan, et al., (1995) Scruggs & Mastropieri : <a href="http://www.teachingld.org">www.teachingld.org</a>	
12	11/18	Content Enhancements 2 Written Language	SPM Chapter 8 Hoover, et al (2012) Regan, K., & Mastropieri, M. A. (2009). Boyle (2012) Cavendish (2014)	
	11/25		<b>No class meeting, Thanksgiving Break</b>	

mtg	Date	Assignment	Preparation	Due
14	12/02	Content Enhancements 3 Encouraging organization  Peer Tutors, Cooperative Learning, & Technology arrangement	Meyen, (2009) Dexter et al (2011) Ellis & Howard (2007) Harniss (2007) Scruggs et al. (2012) SPM Chapter 9	
15	12/09	Supporting students in Mathematics	SPM Chapter 6 Other readings may be provided.	
16	12/16		Finals week	<b>Project due to Blackboard (Dual submission, once to Assignment section, once to Assessment Section)</b>

**Appendix E**  
**Scoring Rubrics**

**Rubric for Keyword Mnemonic**

, Keyword Mnemonic Rubric					
<b>Project Elements</b>	<b>Wtg</b>	<b>1</b>	<b>0.5</b>	<b>0</b>	<b>NFD</b>
<b>Elements</b>					
Appropriate choice of word/concept for keyword mnemonic	1				
Clearly states response to be associated with term.	0.5				
Identifies acoustic reconstruction of target likely to be familiar to the learner.	1				
Employs appropriate image for keyword	1				
<b>Mnemonic Display</b>					
Provides interactive image with keyword & to-be-remembered information	1				
Strategy effectively links unfamiliar term to target response.	1				
Displays target with key word and associated response on image	1				
Display is clear and uncluttered	0.5				
<b>Relation to Curriculum</b>					
States/provides clear relation to standard	0.5				
Meaningfully embedded within the unit or lesson	0.5				
<b>Teaching Strategy</b>					
Provides complete script for initial presentation (Maximum Support)	1				
Provides complete student script for peer tutoring (Intermediate Support)	1				
<b>Total Score</b>		<b>0</b>			
		0			
General Comments:					

### **Rubric for Elaborative Interrogation**

### **Rubric for Content Acquisition Podcast**

Both of these rubrics are still in development. I will provide hard copies to you in the next couple of weeks and also post them online.



## Online Resources used in the Class

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<b>General Instructional Issues</b>	
Dropout Nation:	<ul style="list-style-type: none"><li>• <a href="http://www.pbs.org/wgbh/pages/frontline/dropout-nation/">http://www.pbs.org/wgbh/pages/frontline/dropout-nation/</a></li></ul>
Is education a science?	<ul style="list-style-type: none"><li>• <a href="http://www.youtube.com/watch?v=wJrqM7Rx_FY">http://www.youtube.com/watch?v=wJrqM7Rx_FY</a></li></ul>

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<b>Math</b>	
Algebra tiles :	<ul style="list-style-type: none"><li>• <a href="http://illuminations.nctm.org/activity.aspx?id=3482">http://illuminations.nctm.org/activity.aspx?id=3482</a></li><li>• <a href="http://www.regentsprep.org/regents/math/algebra/teachres/ttiles.htm">http://www.regentsprep.org/regents/math/algebra/teachres/ttiles.htm</a></li><li>• <a href="http://www.math-drills.com/algebra.shtml">http://www.math-drills.com/algebra.shtml</a></li></ul>

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<b>General Strategies</b>	
Content Acquisition Podcasts	<ul style="list-style-type: none"><li>• <a href="https://vimeo.com/24179998">https://vimeo.com/24179998</a></li><li>• <a href="https://vimeo.com/19491639">https://vimeo.com/19491639</a></li></ul>
Keyword Menmonics	<ul style="list-style-type: none"><li>• Brigham, R. &amp; Brigham, M. (2001). Current practice alert 5: A focus on mnemonic instruction. Arlington, VA: Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children. Retrieved September 20, 2010, from <a href="http://www.teachingld.org">http://www.teachingld.org</a></li><li>• Ehren, Barbara J. (2005). Mnemonic Devices. University of Kansas Center for Research on Learning. Retrieved September 20, 2010, from <a href="http://itc.gsu.edu/academymodules/a304/support/xpages/a304b0_20600.html">http://itc.gsu.edu/academymodules/a304/support/xpages/a304b0_20600.html</a></li><li>• Scruggs, T.E., &amp; Mastropieri, M. A. Teaching Tutorial: Mnemonic Instruction. <a href="http://www.teachingld.org">www.teachingld.org</a></li></ul>

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