



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

Spring 2016

EDSE 629 621: Secondary Curriculum and Strategies for Students with  
Disabilities who Access the General Curriculum  
CRN: 18527, 3 - Credits

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|--|---|
| <b>Instructor:</b> Dr. Rajiv Satsangi                                      | <b>Meeting Dates:</b> 01/13/16 - 03/09/16                 |
| <b>Phone:</b> 703-993-1746   | <b>Meeting Day(s):</b> Wednesday                          |
| <b>E-Mail:</b> rsatsang@gmu.edu  | <b>Meeting Time(s):</b> 4:15 pm-8:45 pm                   |
| <b>Office Hours:</b> By email appointment<br>(Fairfax Campus – Finley 209) | <b>Meeting Location:</b> Off-campus/Other County Location |

**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.

## **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. (2008). *Validated practices for teaching students with diverse needs and abilities.* (2nd ed.). Boston: Pearson.

## **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**

American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author

## **Required Resources**

Access to Blackboard

## **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 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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. 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. **More than one absence will result in a loss of all participation points. Three or more absences will result in an automatic F for the course.** Repeated tardiness/leaving early will result in *the loss of five points off your final grade per incident*. 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, tweeting, working on 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 can 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

#### *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.

### **Other Considerations**

This is a 3-credit graduate level course. Traditionally, 3-credit courses across a 15-week semester require an average of 45 hours of in-class time and approximately 90 hours of independent reading and assignment completion. Be prepared to put in that amount of time into this class and plan your schedule accordingly.

Some assignments require you to synthesize material from the course and outside sources into coherent statements of your ideas. In such cases, your writing should be databased– meaning that you must support statements and ideas with evidence from these sources, giving these sources

credit. The standard format for writing in the field of education is outlined in the *Publication Manual of the American Psychological Association, 6<sup>th</sup> edition* ([www.apastyle.org](http://www.apastyle.org)). Specifically, the final version of your Instructional Program should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations (as needed), and reference pages. The citation for this manual is included in the section entitled “Recommended Texts”. For an online resource, see [www.apastyle.org](http://www.apastyle.org).

It is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: <http://www.plagiarism.org/>

### **Communication.**

The most efficient way to contact me is through email. I check email daily Monday-Friday from 9:00am-9:00pm. If your email reaches me during this period of time, I will respond immediately. Otherwise, I will respond within 24 hours during the week. Keep in mind that I teach from 4:30-8:30pm. On weekends, I check my Mason account on Sunday evenings and will respond to all emails received then. Do not email me an hour 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), 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> .

### **Inclement Weather**

If classes are cancelled at George Mason University, a message will be posted on the class

Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, dial the University phone number (703-993-1000) or visit the university website ([www.gmu.edu](http://www.gmu.edu)). I will email you regarding weather as soon as it is announced. *Please note, the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational, then you are expected to attend class.*

### **Tk20 Performance-Based Assessment Submission Requirement**

Every student registered for any Special Education course with a required performance-based assessment is required to submit the Secondary Curriculum Unit Plan to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### **Grading Scale**

95-100% = A

90-94% = A-

80-89% = B

70-79% = C

< 70% = F

### **Assignments**

**Performance-based Assessment (TK20 submission required).**

#### **Assignment 1: 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 **one** 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.

**GROUP OPTION:** You will complete this assignment in small groups. Groups should consist of *four or fewer* people. The groups will work together and *submit one complete unit plan* with each group member's name on it. The group will work together to adapt 1 lesson plan and then create 2 additional, original lesson plans. The group must ensure that all lesson plans work together and flow within the sequence of concepts of the unit.

**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: Target Classroom**

Your paper will begin with a 2-3 page overview of the target classroom and the types of learners in this class.

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) and grade level. This will include an explanation of the characteristics of the learners, and similarities/differences of and among individuals with and without exceptional learning needs. Also describe the number of total students, number of instructors and paraprofessionals, and the length of each class (NOTE: 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).
2. Description of how you will differentiate your instruction
3. Description of how learners' special needs will be addressed.

### **Part II: 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(s) 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(s). Explain why this/these standard(s) are appropriate for the target audience described in Part I. Your analysis in this section will guide your unit and lesson planning.

### **Part III: Development of Unit Planning Visual Organizer**

Using your analysis of the standard(s) in Part II, 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:

1. Makes explicit connections between prior knowledge and future knowledge
2. Identifies linkages between the essential concepts of the unit
3. Demonstrates your ability to prioritize key concepts from the unit
4. Provides a schedule of when and in what order the essential concepts will be taught
5. Determines the types of relationships that will be used to link concepts within the unit (cause/effect, compare/contrast, characteristics, etc.)
6. Poses questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.

### **Part IV: Adaptation of a Lesson Plan**

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.

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 faced by your students identified in Part I. Please highlight modifications and explain them as necessary.
  - a. Specific options for differentiating this lesson include: technology, multisensory, community connections, small group learning, vocabulary, and student organization of content.
  - b. Specific ways in which the lesson objectives are scaffolded include: content scaffolds, task scaffolds (direct instruction of evidence-based strategies), materials scaffolds, and response scaffolds.
4. In a brief narrative, provide a rationale for each evidence-based practice you include.

NOTE: Submit the original lesson plan and your adapted lesson plan with your completed unit.

## **Part V: Lesson Plan Development**

1. 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.
2. Both of these lesson plans must include *evidence-based teaching methods and strategies* from the course that:
  - a. Include a statement of the measurable objective(s)
  - b. Address the abilities and needs of the learners with mild to moderate exceptional learning needs,
  - c. Individualize instruction to meet these needs,
  - d. Emphasize the development, maintenance, and generalization of knowledge and skills across environments,
  - e. Are age and ability appropriate
  - f. Are linked to the lesson objective
3. Include a copy of any materials necessary to teach the lesson (i.e., powerpoint slides, graphic organizers, checklists)
4. In a brief narrative accompanying each lesson plan, 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)
  - d. How the lesson links to the next lesson/concept

## **Part VI: Assessments**

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.

1. One assessment must be formative
  - a. Measurement is repeated more than once
  - b. Measurement assesses knowledge of objective
  - c. Measurement requires variety of formats (over time)
2. One assessment must be summative

- a. Measurement assesses unit questions (from Organizer)
  - b. Measurement provides a variety of modes of response
3. 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**

| <b>Unit Plan Element</b>                 | <b>Points Earned</b> | <b>Comments</b> |
|--|----------------------|-----------------|
| Introduction & Analysis                  | /3                   |                 |
| Unit Planning Visual Organizer           | /5                   |                 |
| Adapted Lesson Plan                      | /8                   |                 |
| Two Original Comprehensive Lesson Plans* | /12                  |                 |
| Formative Assessment                     | /5                   |                 |
| Summative Assessment                     | /5                   |                 |
| Overall Presentation and Completeness    | /2                   |                 |
| <b>TOTAL POINTS EARNED:</b>              | /40                  |                 |

## **Performance-based Common Assignments (No TK20 submission required).**

### **Assignment 2: Secondary Issues Presentation (25 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. With your topic (dropping out, substance abuse, need for self-advocacy, depression, gang membership, bullying, block scheduling, case management, etc.), you 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 Presentation**

| <b>Criteria</b>            | <b>Points Earned</b> | <b>Comments</b> |
|----------------------------|----------------------|-----------------|
| Introduction               | /3                   |                 |
| Causes                     | /5                   |                 |
| Importance for Teachers    | /2                   |                 |
| Treatments/Interventions   | /5                   |                 |
| Research                   | /3                   |                 |
| Resources                  | /3                   |                 |
| Quality of Presentation    | /4                   |                 |
| <b>TOTAL POINTS EARNED</b> | <b>/25</b>           |                 |

### **Other Assignments.**

#### **Assignment 3: Secondary Issues Resource Brochure (17 points)**

Creating a secondary issues resource brochure allows the student the opportunity to explore a topic of interest that affects secondary students in general and students with disabilities in particular. Issues may include: depression, anxiety, bullying, drug use, sexual activity, alcohol use, gang activity, etc.

You may choose your audience; the brochure can be written for students, parents or teachers.

Include the following sections:

**Overview of Topic:** State the topic of interest and describe the issue (citing references).

**Accuracy of Content:** Topic is addressed completely and accurately. Statements should be clearly supported by specific facts and detailed examples, all of which are accurate.

**Attractiveness & Organization:** Resource guide is well organized, attractive, easy to read, and professionally written (free of spelling and grammar errors). Content is well organized with headings and subheadings. Text and graphics are neatly organized and make the resource guide easy to read.

**Resources:** Provide a minimum of **five** resources.

*\*Although you will create your resource guides individually, you may find it helpful to discuss this assignment with your Secondary Issues Presentation group members prior to completing this assignment so that any information gathered can be used for your presentation at the end of the semester. In the past, students have found it helpful to divide up their larger topic for the group presentation into subtopics and each make a brochure on one of the subtopics. For example, if your group is presenting on eating disorders, one group member could make a brochure on Anorexia, another on Bulemia, and a third on Binge Eating. The information gathered for your individual brochures could then be used when creating your group presentation.*

### **Scoring Rubric: Secondary Issues Resource Brochure**

| Criteria                      | Points Earned | Comments |
|-------------------------------|---------------|----------|
| Overview of Topic             | /4            |          |
| Accuracy of Content           | /5            |          |
| Attractiveness & Organization | /3            |          |
| Resources                     | /5            |          |
| <b>TOTAL POINTS EARNED</b>    | /17           |          |

### **Assignment 4: Attendance and Participation (18 points)**

Participation includes the asking of questions and participation in interactive discussion. Students are to complete the required readings and assignments prior to the relevant class meetings. Be aware that any points earned through classroom activities during a time of absence will **NOT** be earned and cannot be made up.

Points for class attendance and participation are positively impacted by:

1. Attending class and being psychologically available to learn,
2. Completing and handing in all class assignments,
3. Participating in class discussions/activities throughout the semester,
4. Thoughtfully contributing to class discussions,
5. Listening to the ideas of other peers, respectively, and
6. Demonstrating an enthusiasm for learning.

Participation 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. Points are also deducted for a lack of digital etiquette during class sessions.

\*NOTE: All assignments should reflect graduate-level spelling, syntax, and grammar, as well as APA style guidelines. If you experience difficulties with the writing process, you will be required to document your work with the GMU Writing Center during this course to improve your skills.

### **Summary of Assignments**

|                          | <b>Assignment</b>             | <b>Individual</b> | <b>Small Group</b> | <b>Total Points</b> | <b>Due Date</b> |
|--------------------------|-------------------------------|-------------------|--------------------|---------------------|-----------------|
| <b>1</b>                 | Secondary Unit Plan           |                   | <b>X</b>           | 40                  | 3/2             |
| <b>2</b>                 | Secondary Issues Presentation |                   | <b>X</b>           | 25                  | 3/9             |
| <b>3</b>                 | Resource Brochure             | <b>X</b>          |                    | 17                  | 2/3             |
| <b>4</b>                 | Attendance & Participation    | <b>X</b>          |                    | 18                  | Throughout      |
| <b>Total Points: 100</b> |                               |                   |                    |                     |                 |

## Schedule

Starting **January 20<sup>th</sup>**, be sure to come to class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you).

| Date      | Agenda   | Readings<br>to be done in advance of <i>this</i> class   | Assignments Due<br>on Blackboard<br>by 4:30pm on<br><i>this</i> date |
|-----------|--|--|--|
| 1<br>1/13 | Syllabus and Course Expectations<br>Nature of Adolescent Learners<br>Watch <i>Frontline</i> video:<br>"Inside the Teenage Brain"<br><a href="https://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/view/">https://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/view/</a>                |  |  |
| 2<br>1/20 | Lesson and Unit Planning for Secondary Classrooms<br><br><i>In class activity:</i> "What Makes a Good High School" by Brigham, Morocco, Clay, & Zigmond: Read and discuss<br><br><i>In class activity:</i> Content Unit Discussion. Select small group, SOL and VDOE Lesson Plan to work with. | <ul style="list-style-type: none"> <li>Miller Chapters 2 &amp; 3</li> </ul>  |  |
| 3<br>1/27 | Effective Instructional Models including Direct Instruction, Co-Teaching, and Peer-Tutoring<br><br>Effective Teacher Behaviors including Asking Questions and Providing Constructive Feedback<br><br><i>In Class Activity:</i> Unit Planning Visual Organizer Development                      | <ul style="list-style-type: none"> <li>Miller Chapters 4 &amp; 5</li> <li>"Don't water down! Enhance! Content learning through the unit organizer routine" by Boudah et al. (2000)</li> <li>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)</li> </ul> |  |

|           |   |   |                            |
|-----------|---|---|----------------------------|
| 4<br>2/3  | Supporting Vocabulary and Reading Comprehension<br><br>Collaborative Strategic Reading<br><br><i>In Class Activity: Development of Adapted Lesson Plan</i>                              | <ul style="list-style-type: none"> <li>Miller Chapter 7 (279-285; 321-335)</li> </ul>   | <b>Resource Brochure</b>   |
| 5<br>2/10 | Supporting Written Language<br><br>Supporting Note Taking<br><br><i>In Class Activity: Development of Original Lesson Plans</i>   | <ul style="list-style-type: none"> <li>Miller Chapter 8 (358-375; 381-397)</li> <li><i>“Self-regulated strategy development for students with writing difficulties” by Mason, Harris, &amp; Graham (2011).</i></li> </ul>   |                            |
| 6<br>2/17 | Teaching Mathematics<br><br>IRIS Module: <a href="#"><u>High-Quality Mathematics Instruction: What Teachers Should Know</u></a><br><br><i>In Class Activity: Assessment Development</i> | <ul style="list-style-type: none"> <li>Miller Chapter 6</li> </ul>  |                            |
| 7<br>2/24 | Supporting Content Area Instruction<br><br><i>In Class Activity: Putting It All Together</i>  | <ul style="list-style-type: none"> <li><i>Science education and students with learning disabilities by Brigham, Scruggs and Mastriopieri (2011).</i></li> <li><i>Peer-mediated instruction in inclusive secondary social studies learning: Direct and indirect learning effects by Scruggs, Mastriopieri and Marshak (2011).</i></li> </ul> |                            |
| 8<br>3/2  | Supporting Memory and Organization<br><br>Study Skills  | <ul style="list-style-type: none"> <li>TBD</li> </ul>   | <b>Unit Plans</b>          |
| 9<br>3/9  | Group Presentations<br><br>Course Evaluations   |   | <b>Group Presentations</b> |