



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

Summer 2016

EDSE 629 622: Secondary Curriculum and Strategies for Students with  
Disabilities who Access the General Curriculum

CRN: 42638, 3 - Credits

<b>Instructor:</b> Mr. William Gulgert	<b>Meeting Dates:</b> 05/24/16 - 07/26/16
<b>Phone:</b> (703-980-4026.)	<b>Meeting Day(s):</b> T
<b>E-Mail:</b> wgulgert@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm - 8:30 pm
<b>Office Hours:</b> (upon request.)	<b>Meeting Location:</b> Off-campus/Other

**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.

Schedule Type: LEC

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**

*[This course will be blended, utilizing face-to-face and the use of technology]*

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:

1. Demonstrate knowledge of the federal and state laws that require and provide for instructional services for students with disabilities.
2. Demonstrate the ability to develop a comprehensive unit that includes instructional strategies and adaptations for students with disabilities at the secondary level.
3. 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.
4. Demonstrate the ability to assess, plan for, and address the content area literacy needs of students with disabilities who are accessing the general curriculum
5. Describe components of Individual Education Plans that successfully address the needs of secondary students with disabilities.
6. 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

## **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. [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.*

Regular attendance (Virtual attendance with prior approval) is required in order to demonstrate consistent / on-going learning via formative assessments.

#### *Late Work.*

Accepted when prior agreements have been formalized.

### **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-

84-89% = B

83-79% = C

< 79% = F

A+	4.00	Satisfactory/Passing
A	4.00	Satisfactory/Passing
A-	3.67	Satisfactory/Passing
B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing
B-	2.67	Satisfactory/Passing
C	2.00	Unsatisfactory / Passing
F	0.00	Unsatisfactory / Failing

### **Assignments**

#### **Performance-based Assessment (Tk20 submission required). 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 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.

### **Performance-based Common Assignments (No Tk20 submission required).**

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).

o 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, 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.

### **Other Assignments.**

PDF of each article will be posted electronically. Paper copies available upon request.

### **ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION AND THE UNIVERSAL DESIGN FOR LEARNING**

Ghaleb Alnahdi, Ph.D

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### **Envisioning the Future of Special Education Personnel Preparation in a Standards-Based Era**

Melinda M. Leko<sup>1</sup>, Mary T. Brownell<sup>2</sup>,

Paul T. Sindelar<sup>2</sup>, and Mary Theresa Kiely<sup>3</sup>

### **Kids and Rules: Challenging Individualization in Special Education**

KAREN SYMA CZAPANSKIY\*

### **Perspectives of Special Education Teachers on General Education Curriculum Access: Preliminary Results**

Amy Petersen<sup>1</sup>



**CCSS: Rigor or Righteousness  
in Special Education**

Maggie Bartlett & Amy Otis-Wilborn  
UNIVERSITY OF WISCONSIN-MILWAUKEE  
Nancy Jean Sim  
SILVER LAKE COLLEGE, WISCONSIN

**Schedule**

Class	Topics	Assignments to do after this session	Due this class
5/24 Class 1	Introductions / expectations / grading / assignments	Chapter 1	
5/31 Class 2	Essential Understandings	Chapters 2, 3 & 4	
6/7 Class 3	Collaboration at the Secondary level / Service Delivery		
6/14 Class 4	Reading at the Secondary Level	Chapter 5 & 6	Research Review Due
6/21 Class 5	Guest Speakers	Chapter 7	
6/28 Class 6	Writing Research	Chapter 8	Reflections Due
7/5 Class 7	Unit Planning	Chapter 9	
7/12 Class 8	Content Area Strategies		Unit Plans Due
7/19 Class 9	Math	Chapter 10	
7/26 Class 10	Presentations / Wrap up / feedback / next steps		Presentations Due

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