



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

Spring 2017

EDSE 629 001: Secondary Curriculum and Strategies for Students with Disabilities who  
Access the General Curriculum  
CRN: 10369, 3 – Credits

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| <b>Instructor:</b> Dr. Silvia Moore    | <b>Meeting Dates:</b> 01/23/17 – 05/17/17  |
| <b>Phone:</b> 703-425-0656             | <b>Meeting Day(s):</b> Tuesday             |
| <b>E-Mail:</b> smoore8@gmu.edu         | <b>Meeting Time(s):</b> 7:20 pm - 10:00 pm |
| <b>Office Hours:</b> By Appointment    | <b>Meeting Location:</b> Fairfax, KH-17    |
| <b>Office Location:</b> By Appointment | <b>Other Phone:</b> N/A                    |

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Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

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**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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/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.

### **Course Delivery Method**

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

### **Learner Outcomes**

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

1. Demonstrate knowledge of the federal and state laws that require and provide for instructional services for teacher candidates/students with disabilities.
2. Demonstrate the ability to develop a comprehensive unit that includes instructional strategies and adaptations for teacher candidates/students with disabilities at the secondary level.
3. Identify and infuse into the curriculum differentiation strategies for successfully including teacher candidates/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 teacher candidates/students with disabilities who are accessing the general curriculum
5. Describe components of Individual Education Plans that successfully address the needs of secondary teacher candidates/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 teacher candidates/students with disabilities.

### **Course Relationship 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. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional

organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

### **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 teacher candidates/students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for teacher candidates/students with disabilities.

### **Required Textbooks**

Miller, S. P. (2009). *Validated Practices for Teaching Students with Diverse Needs and Abilities* (2<sup>nd</sup> Ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780205567478

### **Recommended Textbooks**

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

### **Additional Readings**

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.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

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

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 629, the required PBA is Secondary Curriculum Unit Plan. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the “IN” can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

## **Assignments**

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

Secondary Curriculum Plan (See Appendix A for specific instructions). 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. (See Appendix A for specific instructions)

### **College Wide Common Assessment (Tk20 submission required)**

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

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

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

Weekly blackboard quizzes that prepare you to fully engage in lectures are scheduled to be submitted by **midnight on Mondays.**

### **Other Assignments**

Group Chapter Presentations (GCP). Student groups create universally designed lesson on teaching content of mathematics (chapter 6), reading (chapter 7), Spelling, and written expression (chapter 8) featuring appropriate instructional models, effective teaching behaviors, evidenced-based methodology, and motivating activities. (See Appendix C for specific instructions)

## **Course Policies and Expectations**

### **Attendance/Participation**

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.

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**

Late work will result in 10% deduction for everyday it is late. 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.

### **Grading Scale**

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

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Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**" Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

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### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

### **GMU Policies and Resources for Students**

## Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

## Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

## Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

| Date | Topic   | Due  |
|------|---|--|
| 1/23 | Introduction and Overview: Ways of Knowing  |  |
| 1/30 | Chapter 1<br>How students' personal beliefs and experiences interact with the environment to impact academic success                                  | Blackboard quiz #1   |
| 2/6  | Chapter 3 & Chapter 9<br>The Learning Environment   | Blackboard quiz #2   |
| 2/13 | Chapter 4<br>Instructional Models   | Blackboard quiz #3   |
| 2/20 | Chapter 5<br>Effective Teaching Behaviors   | Blackboard quiz #4   |
| 2/27 | Chapter 2<br>Curriculum Planning: Consider the demands on students with learning differences/behavioral issues  | Blackboard quiz #5<br>In class: work in groups to complete a unit organizer from VA Studies          |
| 3/6  | Chapter 10<br>Modifying Curriculum and Instruction  | Blackboard quiz #6<br>In class: Continue work in groups to complete a unit organizer from VA Studies |
| 3/13 | <b>Spring Break</b>   |  |
| 3/20 | Watch Dropout Nation<br><a href="http://www.pbs.org/wgbh/pages/frontline/dropout-nation/">http://www.pbs.org/wgbh/pages/frontline/dropout-nation/</a> | 4 x 4 analysis of Dropout Nation, what problems, perspectives emerged                                |
| 3/27 | Chapter 11<br>Monitoring Student Progress   | Blackboard quiz #7   |
| 4/3  | Chapter 6<br>Mathematics Instruction  | Blackboard quiz #8<br>Group 1  |
| 4/10 | Chapter 7<br>Reading Instruction  | Blackboard quiz #9<br>Group 2  |
| 4/17 | Chapter 8<br>Spelling and Written Expression  | Blackboard quiz #10<br>Group 3   |
| 4/24 | Chapter 12 & 13<br>Professional Growth & Development and a Positive Focus   | Blackboard quiz #11<br>Project update/feedback   |
| 5/1  | <b>Final Week</b>   | Project due to Blackboard (Dual submission, once to Assignment section, once to Assessment section)  |

## Assessment Rubric(s)

### Secondary Curriculum Unit Plan

|  | <b>Does Not Meet Expectations<br/>1</b>  | <b>Meets Expectations<br/>2</b>  | <b>Exceeds Expectations<br/>3</b>  |
|--|--|--|--|
| <p><b>Curriculum Analysis</b><br/>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> | <ul style="list-style-type: none"> <li>• Candidate does not clearly identify a secondary grade level, content area, AND/OR one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning).</li> <li>• Candidate does not clearly identify and describe ANY of the following related to the standard:               <ul style="list-style-type: none"> <li>○ Critical concepts,</li> <li>○ Critical vocabulary, or</li> <li>○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)</li> </ul>               Required for a student to meet the standard.             </li> <li>• Candidate identifies and/or describes critical concepts, critical vocabulary, or skills that are irrelevant to the identified standard.</li> </ul> | <ul style="list-style-type: none"> <li>• Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning).</li> <li>• Candidate clearly identifies, describes, and prioritizes 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>               Required for a student to meet the standard.             </li> </ul> | <ul style="list-style-type: none"> <li>• Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or general curriculum (i.e., Virginia Standards of Learning).</li> <li>• Candidate clearly identifies, describes, and prioritizes 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>               Required for a student to meet the standard.             </li> <li>• Candidate provides further evidence of task analysis of the standard by:               <ul style="list-style-type: none"> <li>○ Identifying priorities or sequencing of the critical content,</li> <li>○ Identifying ways to organize the critical content, OR</li> <li>○ Identifying sources of specialized materials, curriculum, or resources related to the critical content.</li> </ul> </li> </ul> |
| <p><b>Development of Unit Planning Visual Organizer</b><br/>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning</p>              | <ul style="list-style-type: none"> <li>• Candidate develops a unit planning visual organizer which omits any of the following:               <ul style="list-style-type: none"> <li>○ make explicit connections between prior knowledge and future learning (scope and sequence);</li> <li>○ make connections between essential concepts;</li> <li>○ identify, prioritize and sequence key concepts from the unit; and</li> <li>○ identify questions that students should be able to answer at the end of the unit to</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• Candidate develops a unit planning visual organizer which:               <ul style="list-style-type: none"> <li>○ makes explicit connections between prior knowledge and future learning (scope and sequence),</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</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Candidate develops a unit planning visual organizer which:               <ul style="list-style-type: none"> <li>○ makes explicit connections between prior knowledge and future learning (scope and sequence),</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</li> </ul> </li> </ul>  |



|  | <b>Does Not Meet Expectations<br/>1</b>   | <b>Meets Expectations<br/>2</b>  | <b>Exceeds Expectations<br/>3</b>   |
|--|---|--|---|
| for individuals with exceptionalities.   | demonstrate deep understanding of the unit concepts.  | demonstrate deep understanding of the unit concepts.   | the unit to demonstrate deep understanding of the unit concepts.<br><ul style="list-style-type: none"> <li>• Candidate explicitly connects organizer components to state standards or provides for enrichment.</li> </ul>   |
| Adaptation of Lesson Plan<br>CEC/IGC Standard 5<br><br>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. | <ul style="list-style-type: none"> <li>• Candidate fails to do any of the following: <ul style="list-style-type: none"> <li>○ identify essential concepts and vocabulary likely to require adaptation.</li> <li>○ select and adapt instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction.</li> </ul> </li> <li>⊖ adapt lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum AND/OR age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.</li> </ul> | <ul style="list-style-type: none"> <li>• Candidate identifies which essential concepts and vocabulary are likely to require adaptation.</li> <li>• Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction.</li> <li>• Candidate adapts lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.</li> <li>• Candidate integrates task analysis into the lesson plans.</li> </ul> | <ul style="list-style-type: none"> <li>• Candidate identifies which essential concepts and vocabulary are likely to require adaptation.</li> <li>• Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction.</li> <li>• Candidate adapts lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.</li> <li>• Candidate integrates task analysis into the lesson plans.</li> <li>• Candidate includes a detailed and specific rationale for the changes made/selection of adaptations.</li> </ul> |

|   | <b>Does Not Meet Expectations<br/>1</b>  | <b>Meets Expectations<br/>2</b>  | <b>Exceeds Expectations<br/>3</b>   |
|---|--|--|---|
| <p>Lesson Plan Development</p> <p>CEC/IGC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> | <ul style="list-style-type: none"> <li>• Candidate prepares incomplete lesson plans that fail to utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills across environments and settings.</li> <li>• Candidate fails to focus lesson plans on teaching essential concepts, vocabulary, and content across the general curriculum AND/OR include age and ability appropriate instruction AND/OR use specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.</li> </ul> | <ul style="list-style-type: none"> <li>• Candidate prepares 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 for an individual with an exceptionality across environments and settings.</li> </ul> </li> <li>• Candidate focuses lesson plans on <ul style="list-style-type: none"> <li>○ teaching essential concepts, vocabulary, and content across the general curriculum,</li> <li>○ includes age and ability appropriate instruction and</li> <li>○ uses specialized instructional strategies appropriate to the abilities and needs of the individual with an exceptionality.</li> </ul> </li> <li>• Candidate integrates instructional or assistive technology into the lesson plans.</li> </ul> | <ul style="list-style-type: none"> <li>• Candidate prepares comprehensive lesson plans that utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills for an individual with an exceptionality across environments and settings.</li> <li>• Candidate focuses 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 an individual with an exceptionality.</li> </ul> </li> <li>• Candidate integrates task analysis and instructional or assistive technology into the lesson plans, as appropriate.</li> <li>• Candidate includes clear plans for connecting the concepts from one lesson to the next.</li> <li>• Candidate provides elaboration on the instructional strategies with explicit scholarly plans, materials, or links to future lessons.</li> </ul> |
| <p>Assessments</p> <p>CEC/IGC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>   | <ul style="list-style-type: none"> <li>• Candidate fails to develop two different assessments that accommodate the unique abilities and needs of individuals with exceptionalities</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Candidate fails to develop two different assessments that effectively evaluate students' learning of the stated objectives and monitor progress in instruction.</li> </ul>  | <ul style="list-style-type: none"> <li>• Candidate describes and provides original sample questions for two different assessments for the unit that <ul style="list-style-type: none"> <li>○ 1. ONE: evaluates instruction of the stated learning objectives</li> <li>○ 2. TWO: Monitors progress of an individual with an exceptionality during unit instruction</li> </ul> </li> <li>• Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities.</li> </ul>  | <ul style="list-style-type: none"> <li>• Candidate describes and provides original sample questions for two different assessments for the unit that <ul style="list-style-type: none"> <li>○ 1. ONE: evaluates instruction of the stated learning objectives</li> <li>○ 2. TWO: Monitors progress of an individual with an exceptionality during unit instruction</li> </ul> </li> <li>• Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities.</li> </ul>   |

|  | Does Not Meet Expectations<br>1 | Meets Expectations<br>2 | Exceeds Expectations<br>3   |
|--|---------------------------------|-------------------------|---|
|  |                                 |                         | <ul style="list-style-type: none"> <li>Candidate provides description of the implementation plan for the assessments AND provides a description of the utility of each item or clusters of items to instruction.</li> </ul> |

### Lesson Plan Rubric

| Criteria  | Does Not Meet Standard<br>1  | Approaches Standard<br>2  | Meets Standard<br>3  | Exceeds Standard<br>4  |
|---|--|---|--|--|
| <b>LESSON PLANNING</b>  |  |   |  |  |
| <p><b>The candidate identifies performance-based objectives and appropriate curriculum goals that are relevant to learners.</b></p> <p><i>InTASC 7(a)</i></p> | <p>The candidate <b>does not</b> identify performance-based objectives and appropriate curriculum goals that are relevant to learners.</p> | <p>The candidate identifies objectives and curriculum goals but they <b>are not</b> performance-based <b>or</b> appropriate for subject and/or grade level.</p> | <p>The candidate identifies performance-based objectives and appropriate curriculum goals and they are appropriate for subject and/or grade level.</p> | <p>The candidate identifies <b>well-developed,</b> performance-based objectives, appropriate curriculum goals that are appropriate for subject and/or grade level; <b>correctly formulated; and addressed all domains.</b></p> |

|  |   |  |  |  |
|--|---|--|--|--|
| <p><b>The candidate identifies national/state/local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners.</b></p> <p><i>InTASC 7(g)</i></p>                        | <p>The candidate <b>does not</b> identify national/state/local standards that align with the objectives or the standards <b>are not</b> appropriate for curriculum goals or are not relevant to learners.</p> | <p>The candidate identifies national/state/local standards but the standards <b>are not</b> aligned with the objectives and/or <b>marginally</b> relevant to learners.</p> | <p>The candidate identifies national/state/local standards that are aligned with the objectives <b>and</b> relevant to learners.</p> | <p>The candidate identifies national/state/local standards that are <b>clearly</b> aligned with the objectives <b>and</b> relevant to learners.</p>                |
| <p><b>The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</b></p> <p><i>InTASC 6(i)</i></p> | <p>The candidate <b>does not</b> identify appropriate technology to engage learners even though it was available.</p>   | <p>The candidate identify technology to engage learners though it would be ineffective to teach the content and address learner needs.</p>                                 | <p>The candidate identifies appropriate technology to engage learners more fully and assess and address learner needs.</p>           | <p>The candidate identifies effective, creative and appropriate technology to engage learners more fully and assess <b>and enhance</b> student learning needs.</p> |

|  |  |  |   |  |
|--|--|--|---|--|
| <p><b>The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</b></p> <p><i>InTASC 5(c)</i></p>  | <p>The candidate's plans <b>do not</b> provide evidence of opportunities for learners' use of current tools (technology) <b>nor</b> resources to maximize content learning in varied contexts.</p> | <p>The candidate's plans provide evidence of opportunities for learners' use of current tools and resources <b>that are ineffective</b> to maximize content learning in varied contexts.</p>                       | <p>The candidate's plans <b>provide evidence</b> of opportunities for learners' use of current tools and resources <b>that are effective</b> to maximize content learning in varied contexts.</p>   | <p>The candidate's plans provide <b>substantial evidence</b> of <b>multiple</b> opportunities for learners' use of current tools and resources <b>that are creative and effective</b> to maximize content learning in varied contexts.</p>               |
| <p><b>The candidate plans how to achieve each student's learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.</b></p> <p><i>InTASC 7(b)</i></p> | <p>The candidate's lesson plan <b>does not</b> provide evidence of accommodations to differentiate instruction for individuals and groups of learners.</p>   | <p>The candidate's lesson plan provides evidence of <b>an effort</b> to meet student's learning goals, and <b>attempts</b> accommodations to differentiate instruction for individuals and groups of learners.</p> | <p>The candidate's lesson plan provides evidence of <b>successfully</b> meeting <b>each</b> student's learning goals, and <b>successfully</b> makes accommodations to differentiate instruction for individuals and groups of learners.</p> | <p>The candidate's lesson plan provides evidence of successfully meeting <b>each</b> student's learning goals, and <b>successfully</b> makes <b>a variety of accommodations</b> to differentiate instruction for individuals and groups of learners.</p> |

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| <p><b>The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</b></p> <p><i>InTASC 7(c)</i></p> | <p>The candidate <b>does not</b> plan for appropriate sequencing and pacing of learning experiences.</p> <p>Tasks, methods, strategies <b>are not</b> stated.</p> | <p>The candidate plans for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are <b>not stated and/or not appropriate</b> or effective for the lesson.</p> | <p>The candidate plans for <b>appropriate</b> sequencing and pacing of learning experiences; and <b>all</b> tasks, methods, and strategies are <b>stated and/or are appropriate</b> and <b>effective</b> for the lesson.</p> | <p>The candidate plans for <b>appropriate</b> sequencing and pacing of learning experiences; tasks, methods and strategies include <b>a variety of creative, active learning, instructional strategies</b> that address learner differences to maximize learning.</p> |
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**PLANNED INSTRUCTIONAL STRATEGIES**

|   |   |   |  |   |
|---|---|---|--|---|
| <p><b>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to</b></p> | <p>The candidate <b>does not</b> plan an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, <b>nor</b> makes connections to</p> | <p>The candidate plans an opening activity that used learner prior content knowledge, <b>but does not</b> link new concepts to familiar concepts, <b>or</b> make connections to</p> | <p>The candidate plans an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, <b>and</b> makes connections to</p> | <p>The candidate plans an opening activity that <b>actively</b> stimulates learner reflection on prior content knowledge, <b>effectively</b> links new concepts to familiar concepts, and <b>creatively</b> makes</p> |
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|  |  |   |   |  |
|--|--|---|---|--|
| <b>learners' experiences.</b><br><br><i>InTASC 4(d)</i>  | learners' experiences.   | learners' experiences.  | learners' experiences.  | connections to learners' experiences.  |
| <b>The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</b><br><br><i>InTASC 6(e)</i> | The candidate <b>does not</b> use assessment as closure to check for comprehension and student knowledge and skills. | The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension <b>but they are inappropriate and/or ineffective.</b> | The candidate uses <b>appropriate assessment strategies</b> as closure to demonstrate knowledge and skills to check for understanding.  | The candidate uses <b>creative appropriate assessments</b> for closure to demonstrate knowledge and skills to check for comprehension.   |
| <b>ASSESSMENTS</b>   |  |   |   |  |
| <b>The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill.</b><br><br><i>InTASC 7(d)</i>                       | The candidate <b>does not</b> plan instruction based on pre-assessment data, prior learning knowledge or skills.     | The candidate plans instruction based on pre-assessment data, prior learning knowledge and skills but it was <b>not effective.</b>                            | The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill.<br><br>Pre-assessment strategy/method <b>appropriate</b> and <b>effectively</b> assess student prior knowledge. | The candidate plans instruction based on pre-assessment strategy/method that are <b>creative and effective</b> way to assess student prior knowledge and skills and <b>to guide instruction.</b> |

|   |  |  |   |  |
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| <p><b>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</b></p> <p><i>InTASC 6(b)</i></p> | <p>The candidate's lesson design <b>does not</b> include post-assessments strategies or methods.</p> | <p>The candidate's lesson design includes post-assessments strategies or methods but the strategies/methods were <b>not effective.</b></p> | <p>The candidate's lesson design includes post-assessments that were appropriate to <b>effectively</b> assess student learning.</p> | <p>The candidate's post-assessment <b>matches learning objectives</b> and includes <b>creative strategies</b> to <b>effectively</b> assess student learning.</p> |
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## Appendix A

### 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

Guide future instruction.

## **Appendix B**

### **Lesson Planning Assessment**

#### **Assessment Objective**

- The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of students.

## **Research base/Rationale**

It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their students. Lesson planning can be guided by four basic questions: (adapted from Spencer, 2003, p. 251).

1. Who am I teaching? The number of learners, their academic level and prior knowledge.
2. What am I teaching? The content or subject, the type of learning (knowledge, skills, behaviors).
3. How will I teach it? Teaching models, learning strategies, length of time available, materials, technology resources, differentiation/modifications, etc.
4. How will I know if the students understand? Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.

You might also want to ask:

- What do students know already?
- Where have students come from and what are they going on to next?
- How can I build in sufficient flexibility cope with emergent needs?

A lesson plan must be developed for each teaching session. During the internship and when teaching new content or grade levels, your lesson plans will be detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- list content and key concepts, (research more if needed)
- define your aims and identify specific learning outcomes or objectives
- create assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions
- identify adaptations/modifications/extensions needed to meet student needs
- determine “best practice” and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

## **Assessment Task**

Develop a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

## Appendix

### Group Chapter Presentation

| Group Presentation Criteria   | 5<br>Outstanding | 4<br>Good | 3<br>Minimal | 2<br>Unsatisfactory,<br>Inappropriate<br>or Missing |
|---|------------------|-----------|--------------|---|
| <i>Overview provides context and sets stage for presentation.</i>   |                  |           |              |   |
| Students anticipate questions and demonstrate deep understanding of issue with explanations and elaboration based on research.  |                  |           |              |   |
| Students present information in engaging and logical sequence which audience can easily follow. PowerPoint is easy to read. Slides are referred to, but not read word for word. A handout is provided |                  |           |              |   |

| Group Presentation Criteria  | <b>5</b><br>Outstanding | <b>4</b><br>Good | <b>3</b><br>Minimal | <b>2</b><br>Unsatisfactory,<br>Inappropriate<br>or Missing |
|--|-------------------------|------------------|---------------------|--|
| <i>Audience is provided with organizations, websites, resources, etc. to connect them to sources of information on the topic</i> |                         |                  |                     |  |
| <i>Significant evidence of shared responsibility, shared commitment, and shared level of effort is apparent.</i>                 |                         |                  |                     |  |