



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

Spring 2019

EDSE 629 001: Secondary Curriculum and Strategies for Students with Disabilities who Access
the General Curriculum
CRN: 10197, 3 – Credits

Instructor: Dr. Carlyn Floyd	Meeting Dates: 1/22/2019 – 5/15/2019
Phone: 571-205-4929	Meeting Day(s): Tuesday
E-Mail: cfloyd3@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: by appointment	Meeting Location: Fairfax, KH 15
Office Location: call to schedule	Other Phone: N/A

****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.

Prerequisite(s): None

Co-requisite(s): None

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. Offered by Graduate School of Education. May not be repeated for credit.

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

1. Upon completion of this course, teacher candidates/students will be able to:
2. Demonstrate knowledge of the federal and state laws that require and provide for instructional services for students with disabilities.
3. Demonstrate the ability to develop a comprehensive unit that includes instructional strategies and adaptations for students with disabilities at the secondary level.
4. 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.
5. Demonstrate the ability to assess, plan for, and address the content area literacy needs of students with disabilities who are accessing the general curriculum.
6. Describe components of Individual Education Plans that successfully address the needs of secondary students with disabilities.
7. 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.

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, 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).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to secondary curriculum learning strategies and content area planning. 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 teacher candidates/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.

Required Textbooks

Archer, A. & Hughes, C. A. (2011). *Explicit Instruction: Effective and Efficient Teaching*. In K. Harris and S. Graham (Eds.), *What Works for Special-Needs Learners* New York, NY: Guilford Press.

Miller, S. P. (2009). *Validated Practices for Teaching Students with Diverse Needs and Abilities* (2nd 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.

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. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Secondary Curriculum Unit Plan – please see Blackboard for details

College Wide Common Assessment (TK20 submission required)

Secondary Curriculum Unit Plan – please see Blackboard for details

Performance-based Common Assignments (No Tk20 submission required)
Secondary Curriculum Unit Plan – please see Blackboard for details

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 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. Missing **more than one class** or **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, Facebooking, tweeting, working on documents, etc. Please be **fully** present in class ☺

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 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.

Grading Scale

A 94 – 100 percent A- 90 – 93 percent B+ 86 – 89 percent

B 80 – 85 percent C 70 – 79 percent F Below 70 percent

*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 <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in

the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Class Schedule

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

Class	Topic	Assignment Due for THIS class
1 – 1/22 2 – 1/29	Syllabus Review, Strategy Shares Course Objectives, School Context, Planning and Organizing at the Secondary Level; Instructional Delivery Models & Teaching Behaviors; Target Classroom	Miller Ch 1-4
3 – 2/5	Teaching Behaviors Target Classroom Writing Instruction (print Writing Strategies)	Miller Ch 7
2/12	Beginning of writing effective lesson plans and the WHY behind lesson plans	Miller Ch 5 HW (5 points) Send to cfloyd3@gmu.edu By 6PM 2/18
4 – 2/19	Reading Instruction; Target Classroom Form Groups and begin group work Accommodations and Modifications	Miller Ch 7
5 – 2/26 6 – 3/5	How to use the lesson plan forms and Unit Plan forms; Adapting lesson plans	Miller Ch 6 – bring these articles to class: Articles: “Minds on Fire” and “Sustaining the Fire” and “The Wounded Student” HW: Review site: http://www.ndpc-sd.org/ Bring 5 resources from this site for class on 3/18
3/12	Spring Break!	
7 – 3/19	Resources for Drop Out Prevention Strategy Shares	Miller Ch 9, 10 Research Paper Due 3/25 at 6PM 35 points
8 – 3/26	Mathematics Instruction	
9 – 4/2 10 – 4/9	Ch. 6 and 7 from Explicit Instruction Assessing Student Progress Federal and state laws that require and provide for instructional services for SWD	Miller Ch 11 Strategy Shares Summaries (10 points) due: 4/8 at 6PM

	Group work	Explicit Instruction Ch 6 and 7
4/16	FCPS Spring Break – ONLINE ASSIGNMENT	See blackboard
12 – 4/23	How the IEP addresses student needs	Read article: “Your First IEP Meeting”
13 – 4/30	Group Work	
14 – 5/7 15 - 5/14	Presentations	UNIT PLAN DUE 4/29 6PM (50 points)

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Appendix Assessment Rubric(s)

<p>The candidate identifies performance-based objectives and appropriate curriculum goals that are relevant to learners.</p> <p><i>InTASC 7(a)</i> <input type="checkbox"/> NA</p>	<p>1</p> <p>The candidate does not identify performance-based objectives and appropriate curriculum goals that are relevant to learners.</p>	<p>2</p> <p>The candidate identifies objectives and curriculum goals but they are not performance-based or appropriate for subject and/or grade level.</p>	<p>3</p> <p>The candidate identifies performance-based objectives and appropriate curriculum goals and they are appropriate for subject and/or grade level.</p>	<p>4</p> <p>The candidate identifies well-developed, performance-based objectives, appropriate curriculum goals that are appropriate for subject and/or grade level; correctly formulated; and addressed all domains.</p>
<p>The candidate identifies national/state/local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners.</p> <p><i>InTASC 7(g)</i> NA</p>	<p>1</p> <p>The candidate does not identify national/state/local standards that align with the objectives or the standards are not appropriate for curriculum goals or are not relevant to learners.</p>	<p>2</p> <p>The candidate identifies national/state/ local standards but the standards are not aligned with the objectives and/or marginally relevant to learners.</p>	<p>3</p> <p>The candidate identifies national/state/ local standards that are aligned with the objectives and relevant to learners.</p>	<p>4</p> <p>The candidate identifies national/state/ local standards that are clearly aligned with the objectives and relevant to learners.</p>
<p>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.</p> <p><i>InTASC 6(i)</i> <input type="checkbox"/> NA</p>	<p>1</p> <p>The candidate does not identify appropriate technology to engage learners even though it was available.</p>	<p>2</p> <p>The candidate identify technology to engage learners though it would be ineffective to teach the content and address learner needs.</p>	<p>3</p> <p>The candidate identifies appropriate technology to engage learners more fully and assess and address learner needs.</p>	<p>4</p> <p>The candidate identifies effective, creative and appropriate technology to engage learners more fully and assess and enhance student learning needs.</p>
<p>The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</p> <p><i>InTASC 5(c)</i> NA</p>	<p>1</p> <p>The candidate's plans do not provide evidence of opportunities for learners' use of current tools (technology) nor resources to maximize content learning in varied contexts.</p>	<p>2</p> <p>The candidate's plans provide evidence of opportunities for learners' use of current tools and resources that are ineffective to maximize content learning in varied contexts.</p>	<p>3</p> <p>The candidate's plans provide evidence of opportunities for learners' use of current tools and resources that are effective to maximize content learning in varied contexts.</p>	<p>4</p> <p>The candidate's plans provide substantial evidence of multiple opportunities for learners' use of current tools and resources that are creative and effective to maximize content learning in varied contexts.</p>
<p>The candidate plans how to achieve each student's learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.</p> <p><i>InTASC 7(b)</i> <input type="checkbox"/> NA</p>	<p>1</p> <p>The candidate's lesson plan does not provide evidence of accommodations to differentiate instruction for individuals and groups of learners. .</p>	<p>2</p> <p>The candidate's lesson plan provides evidence of an effort to meet student's learning goals, and attempts accommodations to differentiate instruction for individuals and groups of learners.</p>	<p>3</p> <p>The candidate's lesson plan provides evidence of successfully meeting each student's learning goals, and successfully makes accommodations to differentiate instruction for individuals and groups of learners.</p>	<p>4</p> <p>The candidate's lesson plan provides evidence of successfully meeting each student's learning goals, and successfully makes a variety of accommodations to differentiate instruction for individuals and groups of learners.</p>

The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

InTASC 7(c)
NA

1	2	3	4
The candidate does not plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies are not stated.	The candidate plans for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are not stated and/or not appropriate or effective for the lesson.	The candidate plans for appropriate sequencing and pacing of learning experiences; and all tasks, methods, and strategies are stated and/or are appropriate and effective for the lesson.	The candidate plans for appropriate sequencing and pacing of learning experiences; tasks, methods and strategies include a variety of creative, active learning, instructional strategies that address learner differences to maximize learning.

PLANNED INSTRUCTIONAL STRATEGIES

	Does Not Meet Standard	Approaches Standard	Meets Standard	Exceeds Standard
<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p>InTASC 4(d) <input type="checkbox"/> NA</p>	<p>1</p> <p>The candidate does not plan an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, nor makes connections to learners' experiences.</p>	<p>2</p> <p>The candidate plans an opening activity that used learner prior content knowledge, but does not link new concepts to familiar concepts, or make connections to learners' experiences.</p>	<p>3</p> <p>The candidate plans an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p>	<p>4</p> <p>The candidate plans an opening activity that actively stimulates learner reflection on prior content knowledge, effectively links new concepts to familiar concepts, and creatively makes connections to learners' experiences.</p>

The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

InTASC 6(e)
NA

1	2	3	4
The candidate does not 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 but they are inappropriate and/or ineffective .	The candidate uses appropriate assessment strategies as closure to demonstrate knowledge and skills to check for understanding.	The candidate uses creative appropriate assessments for closure to demonstrate knowledge and skills to check for comprehension.

The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill.

InTASC 7(d)
 NA

1	2	3	4
The candidate does not 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 not effective .	The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. Pre-assessment strategy/method appropriate and effectively assess student prior knowledge.	The candidate plans instruction based on pre-assessment strategy/method that are creative and effective way to assess student prior knowledge and skills and to guide instruction .

The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

InTASC 6(b)
NA

1	2	3	4
The candidate's lesson design does not include post-assessments strategies or methods.	The candidate's lesson design includes post-assessments strategies or methods but the strategies/methods were not effective .	The candidate's lesson design includes post-assessments that were appropriate to effectively assess student learning.	The candidate's post-assessment matches learning objectives and includes creative strategies to effectively assess student learning.