



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

Spring 2019

EDSE 629 643: Secondary Curriculum and Strategies for Students with Disabilities
who Access the General Curriculum
CRN: 22109, 3 – Credits

Instructor: Dr. Shanna Takacs	Meeting Dates: 1/8/2019 – 3/5/2019
Phone: 703-785-0311	Meeting Day(s): Tuesday
E-Mail: stakacs@gmu.edu	Meeting Time(s): 5 pm – 9:30 pm
Office Hours: by appointment	Meeting Location: Off Campus
Office Location: by appointment	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
7. Application activities
8. Small group activities and assignments
9. Video and other media supports
10. Research and presentation activities
11. 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 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.

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. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

Recommended Textbooks

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

Required Resources

Additional readings will be posted on blackboard

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 another 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

- Assignment 1: Secondary Curriculum Unit Plan (40 points)
- Assignment 2: Secondary Issues Resource Guide (15 points)
- Assignment 3: Secondary Issues Presentation (10 points)
- Assignment 4: Research Review (25 points)
- Assignment 5: Attendance and Participation (10 points)

Performance-based Assessment (Tk20 submission required)

Assignment 1: Secondary Curriculum Unit Plan (40 points)

The Secondary Curriculum Unit Plan requires you to demonstrate your ability to prioritize essential concepts and skills, write lesson plans and assessments, and adapt existing lesson plans within a curriculum unit.

1. Write **two** comprehensive lesson plans that address state standards and include students with disabilities.
 - a. Adapt **one** lesson plan for a co-taught or self-contained classroom that addresses similar state standards.
2. Write **two** assessments that require learners to demonstrate their understanding of the core concepts of the unit for either classroom. Your focus should be to integrate evidence-based practices that meet the unique needs of learners with mild to moderate exceptional learning needs at the secondary level.

Groups: You will complete this assignment in small groups. Groups should be no more than four people. The groups will work together and submit one complete unit plan with each group member's name on it.

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 documents to use during class time.

Class Time: This is a large assignment and we will spend time during each class session working in your groups. Please bring your laptops and materials to class. Please 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 description of the classroom and the types of learners.

1. Provide a clear description of the target classroom:
 - a. Describe the learners with mild-moderate exceptional learning needs (impact of learners’ academic and social abilities, attitudes, interests, etc.) and grade level
 - b. Explain the characteristics of the learners, including similarities/differences regarding students with and without exceptional learning needs
 - c. Note the number of students, instructors and paraprofessionals
 - d. Include the length of each class
 - i. Describe your secondary classroom or create a realistic inclusive “class” of students 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 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. Then 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

Using a lesson plan provided by the VDOE 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 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 to 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 standard, that address either an essential concept(s) or critical vocabulary and include teaching a skill necessary to master the material.
 - a. 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 include:
 - a. A statement of the measurable objective(s)
 - b. Address the abilities/needs of the learners with mild to moderate learning needs,
 - c. Individualize instruction to meet these needs,
 - d. Emphasize the development, maintenance, and generalization of knowledge and skills across environments
 - e. Are appropriate to age and ability
 - 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.

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

Assignment 2: Secondary Issues Resource Guide (15 points)

This is a two-part assignment that will include a resource guide (due earlier in the semester) and a presentation (see Assignment #3 below). You will need to identify and explore topics of interest related to secondary students (dropping out, substance abuse, need for self-advocacy, depression, suicide, eating disorders, gang membership, bullying, social anxiety, block scheduling, case management, etc.), with specific attention given to students with disabilities.

You will need to create a resource guide on your topic that includes the following sections:

1. **Overview of Topic:** State the topic of interest and describe the issue (citing references).
2. **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.
3. **Attractiveness & Organization:** The resource guide needs to be well-organized, attractive, easy to read, and professional. Content is well organized with headings and subheadings. Text and graphics are neatly organized and make the resource guide easy to read.
4. **Resources:** Provide a minimum of *five* resources that identifies the topic and includes sources in the global community to support/treat the issue.

Assignment 3: Secondary Issues Presentation (10 points)

The second part of this assignment is the presentation of your topic (last day of class). You will identify the issue, explore causes and effects, and identify potential solutions from the literature. Students should use databased sources to create the presentation, and include the components detailed in the rubric below. Each presentation should be approximately 5(ish) minutes, although the exact time will be determined once we have completed the signup process. Please provide a visually pleasing handout to the class.

Each presentation should include:

1. **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 for students with disabilities, and
 - d. Rationale for concern.
2. **Causes:** Include a clear overview of the suspected causes of the issue.
3. **Importance for Teachers:** Presenters will state why the issue is important to teachers and how it can impact instruction and education. Please include warning signs, if applicable.
4. **Treatments/Interventions:** Include a clear description of what has been found to work to alleviate this issue or intervene.
5. **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).
6. **Research:** Presentation information should be based on the content of a minimum of five (5) peer reviewed journal articles published from 2000-present.
7. **Quality of Presentation:** Information presented is based on research and evidence-based

practices. Handouts and PowerPoint slides are clear, easy to read, and look professional. The 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.

Assignment 4: Research Review (25 points)

Each student will locate and analyze five (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. The focus of the articles must pertain to a secondary level research-based strategy(ies) for teaching reading, writing, math, science, social studies, and social skills for individuals with mild disabilities (ED, SLD, and/or, OHI) 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. Please feel free to ask me for ideas.

Each review should include:

1. Introduction to the topic and a needs statement (why is this important to students with disabilities?)
2. Summarize each research article, including the complete citation, with a special emphasis on the participants, strategies, materials, and findings.
 - a. Do not simply copy the abstracts, but summarize article, study specifics and results
3. Write a conclusion of the summaries, synthesizing them and explaining 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.

Assignment 5: Attendance and Participation (10 points)

Participation includes asking questions and participating in discussions. Students need to complete the required readings and assignments prior to class. Please be mindful that you need to be present to earn classroom participation points. Points for class attendance and participation are positively impacted by:

1. Attending class (on-time) and being available to learn
2. Completing and handing in all class assignments
3. Participating in class discussions/activities
4. Thoughtfully contributing to class discussions
5. Listening to the ideas of other peers
6. Demonstrating an enthusiasm for learning

Course Policies and Expectations

Attendance- Students are expected to attend all classes during the course, arrive on time, stay for the duration of the class time, and complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot be recreated outside of the class session. Be aware that any points earned for participation in class activities during a time of absence cannot be made up. Please notify me **in advance** by 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.

Late Work

All assignments are due on the dates indicated. Please talk with me if you need an extension. In fairness to students who make the effort to submit papers on time, one (1) point per day will be deducted from

your assignment grade for late papers **unless** I have agreed to an extension. Maximum extension is one week. Please retain a copy of your assignments in addition to the one you submit.

Other Requirements

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, citing these sources. The standard format for writing in the field of education is outlined in the *Publication Manual of the American Psychological Association, 6th edition* (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.

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 via email. I will respond within 24 hours during the week. Please do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me, please do not hesitate to contact me.

Inclement Weather

During the Spring session, we often have cancellations due to inclement weather. If the school system is closed, we do NOT meet face to face, HOWEVER, given the fact that we must get a semester’s worth of instruction into a short period of time, there will be instructional materials accompanied with required assignments posted on Blackboard for you to complete. Depending on when the cancellation is made, I will attempt to get the Blackboard materials posted by noon. The due date for completion and submission will be posted with the assignments. Due dates will never be the same day but will likely be before the next class. Please note that all assignments will still be due on Blackboard, regardless of inclement weather.

Grading Scale

95-100% = A

90-94% = A-

80-89% = B

70-79% = C

< 70% = F

* 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 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/polices-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	Date	Agenda	Preparation for class	Assignments due prior to 4:30pm
1.	1/8	Understanding Adolescent learners	Watch “Learning Styles Don’t Exist” https://www.youtube.com/watch?v=sIv9rz2NTUk	
2.	1/15	Lesson Planning for Secondary Classrooms	Archer and Hughes (2011): Chapter 1 and 2	
3.	1/22	Effective Instructional Models	Archer and Hughes (2011): Chapter 5	
4.	1/29	Supporting Vocabulary and Reading Comprehension	Archer and Hughes (2011): Chapter 3	Resource Guide- due
5.	2/5	No class meeting 1. Watch video: New Teacher Survival Guide: Planning at https://www.teachingchannel.org/videos/coaching-planning-lesson-planning a. Write brief video summary	Work with your groups on lesson plan	
6.	2/12	Supporting Written Language	“Self-regulated strategy development for students with writing difficulties” by Mason, Harris, & Graham (2011).	Video summary
7.	2/19	Teaching Mathematics	Miller (2009): Chapter 6	

8.	2/26	Supporting Content Area Instruction Drop-out prevention	Watch dropout prevention: https://www.pbs.org/wgbh/frontline/film/dropout-nation/	Lesson Plans
9.	3/5	Conclusion		Group Presentation Research Review

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)

Appendix A
Secondary Curriculum Unit Plan

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p><u>PI: Target Classroom</u></p> <p>Out of 5pts</p>	<ul style="list-style-type: none"> • Candidate clearly identifies targeted classroom with specifics related to class composition <p>4-5pts.</p>	<ul style="list-style-type: none"> • Candidate identifies targeted classroom but gives few specifics related to class composition <p>2-3 pts.</p>	<ul style="list-style-type: none"> • Candidate minimally identifies targeted classroom with no specifics related to class composition <p>0-1 pt.</p>
<p><u>PII: Curriculum Analysis</u></p> <p>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"> • 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). • Candidate clearly identifies, describes, and prioritizes the relevant: <ul style="list-style-type: none"> - Critical concepts, - Critical vocabulary - Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information) <p>Required for a student to meet the standard.</p> <ul style="list-style-type: none"> • Candidate provides further evidence of task analysis of the 	<ul style="list-style-type: none"> • 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). • Candidate clearly identifies, describes, and prioritizes the relevant: <ul style="list-style-type: none"> - Critical concepts, - Critical vocabulary, - Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information) <p>Required for a student to meet the standard.</p>	<ul style="list-style-type: none"> • 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). • Candidate does not clearly identify and describe ANY of the following related to the standard: <ul style="list-style-type: none"> - Critical concepts, - Critical vocabulary, - Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information) <p>Required for a student to meet the standard.</p>

<p>Out of 7 pts</p>	<p>standard by doing one of the following:</p> <ul style="list-style-type: none"> - Identifying priorities or sequencing of the critical content, - Identifying ways to organize the critical content, - Identifying sources of specialized materials, curriculum, or resources related to the critical content. <p>6-7 pts.</p>	<p>3-5pts.</p>	<p>0-2 pts.</p>
<p><u>III:</u> <u>Development of Unit Planning Visual</u> Organizer CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities</p>	<p>Candidate develops a unit planning visual organizer which:</p> <ul style="list-style-type: none"> - Makes explicit connections between prior knowledge and future learning (scope and sequence) - Makes connections between essential concepts - Identifies, prioritizes and sequences key concepts from the unit, and - Identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts. <p>• Candidate explicitly connects organizer components to state</p>	<p>Candidate develops a unit planning visual organizer which:</p> <ul style="list-style-type: none"> - Makes explicit connections between prior knowledge and future learning (scope and sequence), - Makes connections between essential concepts, - Identifies, prioritizes and sequences key concepts from the unit, and - Identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts. 	<p>Candidate develops a unit planning visual organizer which omits any of the following:</p> <ul style="list-style-type: none"> - Make explicit connections between prior knowledge and future learning (scope and sequence); - Make connections between essential concepts; - Identify, prioritize and sequence key concepts from the unit; and - Identify questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.

Out of 7 pts.	standards or provides for enrichment. 6-7 pts.	3-5 pts.	0-2 pts.
<p><u>PIV:</u> <u>Adaptation of Lesson Plan</u></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>	<p>Candidate identifies which essential concepts and vocabulary are likely to require adaptation.</p> <ul style="list-style-type: none"> • 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. • 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. • Candidate integrates task analysis into the lesson plans. 	<ul style="list-style-type: none"> • Candidate identifies which essential concepts and vocabulary are likely to require adaptation. • 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. • 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. • Candidate integrates task analysis into the lesson plans. 	<ul style="list-style-type: none"> • Candidate fails to do any of the following: <ul style="list-style-type: none"> - Identify essential concepts and vocabulary likely to require adaptation. - 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. - 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.

<p>Out of 7pts.</p>	<ul style="list-style-type: none"> • Candidate includes a detailed and specific rationale for the changes made/selection of adaptations. 6-7 pts. 	<p>3-5 pts.</p>	<p>0-2pts.</p>
<p><u>PV: Lesson Plan Development</u></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"> • 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. • Candidate focuses lesson plans on o teaching essential concepts, vocabulary, and content across the general curriculum, o including age and ability appropriate instruction and o using specialized instructional strategies appropriate to the abilities and needs of an individual with an exceptionality. • Candidate integrates task analysis and instructional or assistive technology 	<ul style="list-style-type: none"> • Candidate prepares comprehensive lesson plans that o 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. • Candidate focuses lesson plans on o teaching essential concepts, vocabulary, and content across the general curriculum, o includes age and ability appropriate instruction and o uses specialized instructional strategies appropriate to the abilities and needs of the individual with an exceptionality. • Candidate integrates instructional or assistive technology into the lesson plans 	<ul style="list-style-type: none"> • 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. • 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.

<p>Out of 7pts.</p>	<p>into the lesson plans, as appropriate.</p> <ul style="list-style-type: none"> • Candidate includes clear plans for connecting the concepts from one lesson to the next. • Candidate provides elaboration on the instructional strategies with explicit scholarly plans, materials, or links to future lessons. <p>6-7 pts.</p>	<p>3-5 pts.</p>	<p>0-2 pts.</p>
<p><u>PVI: Assessments</u></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"> • Candidate describes and provides original sample questions for two different assessments for the unit that: <ul style="list-style-type: none"> - Evaluates instruction of the stated learning objectives - Monitors progress of an individual with an exceptionality during unit instruction • Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities. • Candidate provides description of the implementation plan for the assessments AND provides a description of the utility of each item or 	<ul style="list-style-type: none"> • Candidate describes and provides original sample questions for two different assessments for the unit that: <ul style="list-style-type: none"> - Evaluates instruction of the stated learning objectives - Monitors progress of an individual with an exceptionality during unit instruction • Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities 	<ul style="list-style-type: none"> • Candidate fails to develop two different assessments that accommodate the unique abilities and needs of individuals with exceptionalities <p>OR</p> <ul style="list-style-type: none"> • Candidate fails to develop two different assessments that effectively evaluate students' learning of the stated objectives and monitor progress in instruction.

Out of 7pts.	clusters of items to instruction. 6-7 pts.	3-5 pts.	0-2 pts.
Total points	/40		

Appendix B
Secondary Issues Resource Guide

Criteria	Points Earned	Comments
Overview of Topic	/3	
Accuracy of Content	/5	
Attractiveness & Organization	/2	
Resources	/5	
Total points earned	/15	

Appendix C
Secondary Issues Presentation

Criteria	Points Earned	Comments
Introduction	/1	
Causes	/2	
Importance for Teachers	/2	
Treatments/Interventions	/2	
Research	/1	
Resources	/1	
Quality of Presentation and Handout	/1	
Total points earned	/10	

Appendix D
Research Review

Criteria	Points Earned	Comments
Introduction to the topic and a needs statement	/2	
Article 1- Fully summarized	/3	
Article 2- Fully summarized	/3	
Article 3- Fully summarized	/3	
Article 4- Fully summarized	/3	
Article 5- Fully summarized	/3	
Conclusion to summaries	/3	
Implications for practice	/5	
Total points earned	/25	

Appendix E
4 X 4 Video Analysis

Watch Dropout Nation: <http://www.pbs.org/wgbh/pages/frontline/dropout-nation>

The video is about 2hours long. Preparation is included in your attendance/participation grade.

Complete the 4 X 4 analysis by choosing four students from the video and four themes affecting students in the video. Place the student names in the left column. Place the themes in the four spaces under the Problem/Issue heading. In each cell, briefly note how the student expresses the theme. We will reference your grids in class to guide our discussion.

Student	Theme	Theme	Theme	Theme