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

Spring 2021
EDSE 629 658: Secondary Curriculum and Strategies for Students with Disabilities who Access the General Curriculum
CRN: 23449, 3 – Credits

Instructor: Dr. Frederick Brigham	**Meeting Dates: 1/12/21 – 3/9/21**
Phone: 703 993 1667	**Meeting Day(s): N/A**
E-Mail: fbrigham@gmu.edu	**Meeting Time(s): N/A**
Office Hours: by phone 9:00 AM-9:00 PM M,T,W,R,F, Sat.	**Meeting Location: Online; Asynchronous***
Office Location: Finley hall second floor, my name is by the door	**Other Phone: Will be sent by email to class members**

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.

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* I acknowledgement of the effort that online learning requires of individuals pursuing emergency license while teaching online during the pandemic, I will make myself available on Tuesdays at a tome determined by polling the members of the class. These are *optional sessions.* I will not present new information with the sessions but will answer questions and support individuals working with previous lessons. Students are expected to work with the posted instruction in addition to these meetings. Again, these are *optional* meetings.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Are you familiar with Mason career resources? Email speced@gmu.edu to be added to the Special Education employment listserv, and check out Career Services: https://careers.gmu.edu/.

Course Delivery Method
Learning activities include the following:
1. Class online 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

This course will be delivered online (76% or more) using asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 12, 2021, 12:00 PM.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
> To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: Tested devices and operating systems (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader (https://get.adobe.com/reader/)
  - Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - Apple Quick Time Player (www.apple.com/quicktime/download/)

Expectations
- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least one time per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*.

Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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.

Professional Standards
(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: 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 on 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 Texts

Archer , A L. & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching.* New York, Guilford Press.
9781609180416 (pbk. alk. paper)
1609180410 (pbk. alk. paper)

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

My favorite general reference for special education teachers is:

Mastropieri, M. A. (2002). *Effective instruction for special education* (3rd ed.). Austin, Tex.: Pro-Ed.

ISBN-13: 978-0890798829
ISBN-10: 0890798826

You will not need it for this class, but when I was a special education director, I bought a copy of an earlier edition of this text for every teacher with whom I worked. They loved it!

These two books are the best summaries of general learning psychology that I have ever read (and I read a lot, it's kind of a big part of my job). We will look at some sections of these texts across the semester, but I wanted to post the entire reference. Another good thing about these is that the PDF versions are *free*!

National Academies of Science, Engineering, & Medicine. (2000). *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*: The National Academies Press.
https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition

National Academies of Science, Engineering, & Medicine. (2018). *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press.
https://www.nap.edu/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures

Required Resources

You will need:
access to the internet for obtaining images,
PowerPoint or equivalent presentation software;
the ability to record your voice into the presentation software;

Additional Readings

Additional readings appear in the class bibliography and will be posted on the class website.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy). *For this class, assignments must be submitted through Blackboard for grading.*

VIA 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 VIA (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 VIA.

For EDSE 629, the required PBA is Secondary Curriculum Unit Plan. Please check to verify your ability to upload items to VIA before the PBA due date.

> **Assignments and/or Examinations**
> **Performance-based Assessment**
> **(VIA submission required)**
>
> Each student will create a unit plan including at least two lesson plans and several required evidence-based supports. You will be given explicit instructions for this assignment in class. Please note that the elements of the unit plan need to be uploaded to Blackboard individually. The entire Unit plan must also be uploaded to VIA. VIA is independent of the course grade; however, students failing to upload the complete set of materials to VIA will receive a grade of **INCOMPLETE** until the documents are complete, and the instructor has had the opportunity to evaluate them.

> > **College Wide Common Assessment**
> > **(VIA submission required)**
> > 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).
> >
> > Each student must develop a research-supported lesson plan to meet the needs of students with disabilities who are enrolled in content areas that are the focus of this class. You will be given more detailed instructions as well as a *required lesson plan form* in class. This lesson may be duplicated in your unit plan so long as it meets the requirements of this assignment.

Other Assignments
The **unit plan** will include the following **components**: (See Class Blackboard site for specific instructions and grading rubrics).

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

4 by 4 analysis of scholarly paper
Summary of controversial or contra-recommended technique (Optional Extra credit).

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. Of course, this is requires tempering in the case of an asynchronous class delivered during a pandemic. Nevertheless, strive to stay opn top of this stuff and work with me.

Never call or write to me and ask if it is "alright to miss a class!" Of course, it is not. It is, however, sometimes necessary for people to miss a class. If that happens, use your judgment as to the necessity. Do not contact me and ask me to judge the adequacy of your reason. That is demeaning to both of us. If you must miss a large number of classes, it is a good idea to get in touch with me so that we can work out arrangements to complete the class or to consider the merits of dropping the class if there is still time to do so.

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.

As an extension of this, you may have noticed the problems encountered by the "extra time" accommodation provided to many students with disabilities. This is often done without clear evidence that a student has a condition that prevents timely completion of assignments. Worse, it is often done *instead* of instruction that would eliminate or greatly reduce the issue for the student in the future. Under this approach, students in many high schools are allowed to turn in assignments without penalty at any point in the school year. On the surface, this seems fine and equitable but there is a hidden trap set for students with disabilities. If a student has trouble allocating time and completing tasks in an efficient manner, allowing assignments to pile up across the grading period, semester, or entire school year can result in a student failing to master the earlier taught skills needed for later-taught skills. Worse, some students with disabilities find themselves in a position where they are trying to complete an entire grading period, semester or even a school year's worth of work in a few weeks at the end of the year to avoid failure and loss of credit. The suffering and angst that result is unnecessary and yet, people who do this tell me that they are student-centered. I don't buy it! We are teachers, not brokers of indulgence. Sure, sometimes, a little time to get things straight will do the trick. That is usually in response to a crisis

or unusual circumstance, not a long-term disability. This class is about teaching and I hope you will join me in the belief that it is our best response to disabilities that result in learning difficulties.

Late Work

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. However, this is a rough time to be a teacher or a student. I am willing to be flexible to the extent that university policy allows. If you are experiencing difficulty or crisis, it is much easier for me to be helpful of you let me know about it in a timely manner.

Other Requirements
Assignment Submissions and Revision

This is a graduate course designed to prepare individuals for professional positions. As graduate students and professional educators, you are required to submit completed projects in accordance with the instructions provided in writing and through class discussions. I will answer questions about the assignment, but I will not do it for you. That means that you must ask specific questions and that I will not simply review early drafts. I will grade each assignment only once. There is no option for revision and resubmission of the submitted product once it is graded.

All individual assignments must be submitted through the appropriate portal on Blackboard. Assignments submitted as email attachments will be deleted without comment.

These policies are in response to previous students who abused the system.

You are expected to complete your assignments and tests on time, according to instructions, and to submit them through the appropriate Blackboard portal.

Unless it is explicitly stated that the assignment is a group project, you must complete it independently.

Your assignments will be graded upon submission and there is no option for revision nor is there any option for extra credit in the class.

Failure to comply with these requirements will result in a grade of zero being entered for the assignment or test. Any questions?

My advice is to demonstrate the utmost in scorn and contempt for your classmates who engage in self-serving behaviors that diminish the respect afforded to graduates of our program throughout the region and across the profession. Expect more of yourself than you do from your peers but expect your peers to perform in a manner that would make them colleagues who are able to pull their own load in the schools and, by their own performance, enhance your credibility by your association with them through this training program. Collaboration is a useful skill but if all you bring to the table is need, you will not be a useful or effective team member.

Grading

	Assignment*	Points
1.	**4 by 4 analysis of scholarly paper**	**30**
2.	**Periodic on-line quizzes**	**30**
3.	**SOLAR analysis**	**40**
4.	**Secondary Unit Curriculum Plan**	**200**[*]
	Total	**300**

For spring semester, 2021, students may complete a "Contra-Indicated Practice" summary for up to 20 extra credit points.

Grading Scale

100--92% = A	92--90% = A-	89--88% = B+	87--83% = B	82--80% = B-
	79--75% = C		< 75% =F	

*Note: The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (https://oai.gmu.edu/) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. A complete class schedule appears as APPENDIX A at the end of this document.

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[*] I will provide further breakdown of the components later in the class.

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: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (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 Disability Services (https://ds.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 either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the Title IX Coordinator (titleix@gmu.edu).

- **For information on student support resources on campus, see Student Support Resources on Campus (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 College of Education and Human Development (http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

Two rubrics appear in this section. They are the CAEP Performance-based Assessment and the College Wide Assessment (Lesson Planning Assessment). All other rubrics are posted on Blackboard.

Assessment #3 Secondary Curriculum Unit Plan

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3

Curriculum Analysis CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	• **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:**
	  o **Critical concepts,**
	  o **Critical vocabulary, or**
	  o **Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)**
	  Required for a student to meet the standard.
	• **Candidate identifies and/or describes critical concepts, critical vocabulary, or skills that are irrelevant to the identified standard.**
		• **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:**
		  o **Critical concepts,**
		  o **Critical vocabulary, and**
		  o **Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)**
		Required for a student to meet the standard.
			• **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:**
			  o **Critical concepts,**
			  o **Critical vocabulary, and**
			  o **Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)**
			Required for a student to meet the standard.
			• **Candidate provides further evidence of task analysis of the standard by:**
			  o **Identifying priorities or sequencing of the critical content,**
			  o **Identifying ways to organize the critical content, OR**
			  o **Identifying sources of specialized materials, curriculum, or resources related to the critical content.**

Development of Unit Planning Visual Organizer CEC/IGC Standard 3 Candidate uses knowledge of general	• **Candidate develops a unit planning visual organizer which omits any of the following:** o **make explicit connections between prior knowledge and future learning (scope and sequence);**	• **Candidate develops a unit planning visual organizer which:** o **makes explicit connections between prior knowledge and future learning (scope and sequence),**	• **Candidate develops a unit planning visual organizer which:** o **makes explicit connections between prior knowledge and future learning (scope and sequence),**

and specialized curricula to individualize learning for individuals with exceptionalities.	o make connections between essential concepts; o identify, prioritize and sequence key concepts from the unit; and o identify questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.	o makes connections between essential concepts, o identifies, prioritizes and sequences key concepts from the unit, and o identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.	o makes connections between essential concepts, o identifies, prioritizes and sequences key concepts from the unit, and o identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts. • Candidate explicitly connects organizer components to state standards or provides for enrichment.
Adaptation of Lesson Plan **CEC/IGC Standard 5** Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	• Candidate fails to do any of the following: o identify essential concepts and vocabulary likely to require adaptation. o 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. o 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.	• 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.	• 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. • Candidate includes a detailed and specific rationale for the changes made/selection of adaptations.

Lesson Plan Development CEC/IGC Standard 5 Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	• 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.
		• Candidate prepares comprehensive lesson plans that
		   o utilize a repertoire of evidence-based practices to individualize instruction, and
		   o 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.
			• 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 into the lesson plans, as appropriate.
			 • 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.

Assessments CEC/IGC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.	• Candidate fails to develop two different assessments that accommodate the unique abilities and needs of individuals with exceptionalities
	 OR
	 • Candidate fails to develop two different assessments that effectively evaluate students' learning of the stated objectives and monitor progress in instruction.
		• Candidate describes and provides original sample questions for two different assessments for the unit that
		   o 1. ONE: evaluates instruction of the stated learning objectives
		   o 2. TWO: 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 describes and provides original sample questions for two different assessments for the unit that
			   o 1. ONE: evaluates instruction of the stated learning objectives
			   o 2. TWO: 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 clusters of items to instruction.

Appendix A
Tentative Course Schedule EDSE 627 661, Spring 2021

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

mtg	Date	Assignment	Preparation	Due
1	01/12	**Introduction and overview**	**None, we will review syllabus and course structure.**	
2	01/19	**Thinking about students and schools developmentally**	**Skim/Review Archer & Hughes (2011), chpt 1** *(you should have covered this in a previous class)* **Read "Memories of the warmth."** *Assignment due next week*	
		Can we make a difference in the academic lives of secondary students?	**Scruggs, et al., (2010)** **Hughs, et. al (2016)** **Kurz, et al. (2014)** Lloyd et al., (1998) *I will post a video discussing these papers.*	
3	01/26	**Curriculum: Big ideas, content organizers, and unit planning**	**Consider the demands that the kinds of instruction described places on students with IEPs**	* 4 x 4 analysis of Memories of the warmth, what problems, perspectives emerged
		Lesson Planning Routine	**Skim Archer & Hughes (2011), chpts 2 & 3.** *(you should have covered this in a previous class)*	
		SOLAR planning	Videos in Course Content folder. • **Brigham (2009)** • Online ppt of lesson planning components • Videos in blackboard	
4	02/02	**Supporting performance across content areas, general comprehension**	**Read Archer & Hughes (2011), chpt. 4** **Brigham, et al (2007) Comprehension Strategies** **Kaufman & Flannagan (2016)** **Reed & Lynn (2016)**	

mtg	Date	Assignment	Preparation	Due
5	02/09	**Delivering Instruction**	**Read Archer & Hughes (2011), chpt. 6** **Video of Brigham (1992)**	**SOLAR Guide**
		Content Enhancements 1 Encouraging organization	**Meyen, (2009)** **Dexter et al (2011)** **Ellis & Howard (2007)** **Harniss (2007)** **Scruggs et al. (2012)**	
6	02/16	**Content Enhancements 2 Supporting recall**	**Read Archer & Hughes (2011), chpt. 8** **Read Brigham & Brigham (2001)** **Brigham & Brigham (1998)** **Sullivan, et al., (1995)** **Scruggs & Mastropieri :** **www.teachingld.org**	•
7	02/23	**Content Enhancements 3 Written Language**	**Hoover, et al (2012)** **Regan & Mastropieri (2009).** **Boyle (2012)**	
8	03/02	Supporting students in Mathematics	**Cuenca-Carlino, et. al., (2016)** **Dennis, et. al., (2016)** González-Castro, et. al. (2016) Algebra tiles (TBA)	
9	03/09	**Completing the class**	**Individual work and consultation with instructor to complete necessary class assignments**	**Project due to Blackboard (Dual submission, once to Assignment section, once to Assessment Section)**

Appendix B

Lesson Planning

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**

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.

Lesson Plan Template[*]

Name:	Date:
School:	Subject/Grade level:
Lesson Title:	

LESSON PLANNING	*Optional* Teaching Points/ Cues/Time
Performance-based Objective(s):	
Local/State/National Standards:	
Materials:	
Technology:	

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[*] I don't have a dog in fight of the optimal lesson planning format. You may use this one or any other format but, realize that I am required to look for the elements in this one. If you use a different format, make it easy for me to find the evidence of your competence. (Turns out that making it easy for people to realize how competent you are is a useful skill in and of itself!

Accommodations:	
Extensions	

PLANNED INSTRUCTIONAL STRATEGIES	
Opening/Context Setting:	
Tasks/Methods/Strategies	
Comprehension Checks	

Closure	
ASSESSMENT	
Pre-Assessment	
Formative and/or Informal Assessments	
Summative Assessment	