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

Spring 2021
EDSE 629 657: Secondary Curriculum and Strategies for Students with Disabilities who Access the General Curriculum
CRN: 23516, 3 – Credits

Instructor: Dr. Shanna Takacs	**Meeting Dates:** 1/13/21 – 3/10/21
Phone: 703-785-0311	**Meeting Day:** Wednesday
E-Mail: stakacs@gmu.edu	**Meeting Time(s):** 5 pm – 9:30 pm
Office Hours: by appointment	**Meeting Location**: n/a; Online
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.

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
This course will be delivered in both synchronous and asynchronous formats to be determined by the instruction.

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

This course will be delivered online (76% or more) using both synchronous and 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 by Monday, January 4, 2021.

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.

Expectations
Course Week; This course will use both synchronous and asynchronous format and the instructor will provide weekly guidance. Regardless of the format selected, our week will start on Thursday and finish on the following Wednesday at midnight. For synchronous meetings, the class will take place as indicated on the Schedule of Classes.

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 three (3) times per week. In addition, students must log-in for all scheduled online synchronous meetings.

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 and should, therefore, budget their time accordingly. Late work will not be accepted due to 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.

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 ensure accessibility must be registered with George Mason University Disability Services.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application which includes small group activities and assignments
3. Video and other media supports
4. Research and presentation activities
5. 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.

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 Textbooks

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

Recommended Textbooks

American Psychological Association*. (2020). Publication manual of the American Psychological Association* (7th 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, VIA, hard copy).

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

 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)

Assignment 1: Secondary Curriculum Unit Plan (40 points) VIA submission
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 of the above lesson plans for a co-taught or self-contained classroom that addresses similar state standards (self-contained might be easier).
   b. 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: This group assignment should be no more than four people. Please work together and submit one complete unit plan with everyone's name on it. Please upload it to BB and VIA.

   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 every 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.
2. 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
       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 analyze the essential concepts, critical vocabulary, and necessary skills (what does a student need to acquire, organize, recall, and demonstrate mastery) 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 proved by your 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, 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
Write two comprehensive lesson plans, focused on your standard, that address either an essential concept(s) or critical vocabulary and include teaching a skill necessary to master the material.

For example, you might teach students how to use keyword mnemonics to remember critical vocabulary or you might teach how to use POWER when writing an essay.

1. Both lesson plans must include evidence-based teaching methods/strategies 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
2. Include a copy of any materials necessary to teach the lesson
    a. Ex. PowerPoint slides, graphic organizers, checklists)
3. In a brief narrative accompanying each lesson plan, provide a rationale for:
    a. Your choice of lesson objective
    b. How your selected teaching method and strategies 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.

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 each that identifies the topic and includes sources in the global community to support/treat the issue.
    a. Five source that you used to get info on your topic
        i. Where did you get this info? Cite your source in APA style.
    b. Five resources in the global community to support/treat the issue
        i. Where can a family/counselor/student/etc. go to get support for this 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:** The 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 analyze five (5) **empirical research** articles from peer-reviewed journals that summarize research on a given topic of instruction for students with disabilities who access the general curriculum. The focus of the articles must pertain to a secondary level research-based strategy 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.

Each review needs to include:
1. Abstract
2. Introduction to the topic and a needs statement
   a. Why is this important to students with disabilities?
3. Summarize each research article
   a. Including reference to each individual article, with a special emphasis on the study's participants, strategies, materials, and findings.
   b. Do not simply copy the abstracts, but summarize article, study specifics and results
4. Write a conclusion of the summaries, synthesizing them and making specific references to individual articles
   a. To synthesize you need to compare and contrast, critically evaluate, and interpret your data so that you can draw conclusions
      i. This should be about a page or so about how the articles relate to each other and support your topic and strategy. It may reference their commonalities and also their differences. It can include how some authors found a stronger correlation than others for their study with mention of why this may or may not have happened.
5. Identify the implications for practice are for the secondary special education teacher
   a. Based on your research review, what should the secondary special education teacher implement in the classroom for students with mild disabilities?
   b. How does your research inform future instruction?
   c. 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. You are also responsible for signing in for each class.
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

<u>Attendance</u> 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 classroom. Please know 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.

<u>Late Work</u> 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 in writing. The maximum extension is one week. Papers will not be accepted any later than one week. Please retain a copy of your assignments in addition to the one you submit.

<u>Communication</u> 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.

Grading Scale
95-100% = A
90-94% = A-
85-89% = B
80- 84% = B-
70-79% = C
< 70% = 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.

Class	Date	Agenda	Preparation for class	Assignments due by 4:30pm
1.	1/13	Understanding Adolescent learners	Watch "Learning Styles Don't Exist" https://www.youtube.com/watch?v=sIv9rz2NTUk	
2.	1/20	Lesson Planning for Secondary Classrooms	Archer and Hughes (2011): Review Chapter 1 & 2; Read Chapter 7	
3.	1/27	Effective Instructional Models	Archer and Hughes (2011): Chapter 5	
4.	2/3	Supporting Vocabulary and Reading Comprehension	Archer and Hughes (2011): Chapter 3	Resource Guide
5.	2/10	Watch video: New Teacher Survival Guide: Planning at https://www.teachingchannel.org/videos/coaching-planning-lesson-planning Write brief video summary	Work with your groups on lesson plan	
6.	2/17	Online Class Supporting Written Language	"Self-regulated strategy development for students with writing difficulties" by Mason, Harris, & Graham (2011).	Lesson Plans
7.	2/24	Teaching Mathematics	Miller (2009): Chapter 6	Research Review
8.	3/3	Supporting Content Area Instruction Drop-out prevention	Watch dropout prevention: https://www.pbs.org/wgbh/frontline/film/dropout-nation/	
9.	3/10	Conclusion		Resource Guide Presentation

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 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

<p style="text-align:center">**Appendix A**</p>
<p style="text-align:center">**Secondary Curriculum Unit Plan**</p>

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
PI: Target Classroom Out of 5pts	Candidate clearly identifies targeted classroom with specifics related to class composition 4-5pts.	Candidate identifies targeted classroom but gives few specifics related to class composition 2-3 pts.	Candidate minimally identifies targeted classroom with no specifics related to class composition 0-1 pt.
PII: Curriculum Analysis CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate clearly identifies a secondary grade level, content area, and one standard (component thereof) from a specific state or general curriculum (i.e., Virginia SOLs). Candidate clearly identifies, describes, and prioritizes the relevant: - Critical concepts, - Critical vocabulary - 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 doing one of the following: - Identifying priorities or sequencing of the critical content,	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: - Critical concepts, - Critical vocabulary, - 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 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: - Critical concepts, - Critical vocabulary, - 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.

	- Identifying ways to organize the critical content, - Identifying sources of specialized materials, curriculum, or resources related to the critical content.		
Out of 7 pts	6-7 pts.	3-5pts.	0-2 pts.
PIII: Development of Unit Planning Visual Organizer CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities	Candidate develops a unit planning visual organizer which: - 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. Candidate explicitly connects organizer components to state standards or provides for enrichment.	Candidate develops a unit planning visual organizer which: - 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.	Candidate develops a unit planning visual organizer which omits any of the following: - 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.	6-7 pts.	3-5 pts.	0-2 pts.
PIV: Adaptation of Lesson Plan CEC/IGC Standard 5	Candidate identifies essential concepts and vocabulary are likely to require adaptation. Candidate selects and adapts instructional	Candidate identifies which essential concepts and vocabulary are likely to require adaptation. Candidate selects and adapts instructional	Candidate fails to do any of the following: - Identify essential concepts and vocabulary likely to require adaptation. - Select and adapt instructional strategies

Candidate selects, adapts, and uses a repertoire of evidence based instructional strategies to advance learning of individuals with exceptionalities	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 teaching methods that focus on 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.	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.	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.
Out of 7pts.	6-7 pts.	3-5 pts.	0-2pts.
PV: Lesson Plan Development CEC/IGC Standard 5 Candidate selects, adapts, and uses a repertoire of evidence based	Candidate prepares comprehensive plans that utilize evidence-based practices to individualize instruction and focus on the development, maintenance, and generalization of knowledge/skills for an individual with an exceptionality across	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 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.

instructional strategies to advance learning of individuals with exceptionalities.	environments and settings. Candidate focuses plans on teaching essential concepts, vocabulary, and content across the general curriculum, age/ability appropriate instruction and using specialized strategies appropriate to the abilities/needs. Candidate integrates task analysis and instructional or assistive technology into the lesson plans. 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. 6-7 pts.	Candidate focuses lesson plans on teaching essential concepts, vocabulary, and content across the general curriculum, age and ability appropriate instruction and 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 3-5 pts.	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. 0-2 pts.
Out of 7pts.			
PVI: Assessments CEC/IGC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.	Candidate describes and provides original sample questions for two different assessments for the unit that: - Evaluates instruction of the stated learning objectives - Monitors progress of an individual with an exceptionality	Candidate describes and provides original sample questions for two different assessments for the unit that: - Evaluates instruction of the stated learning objectives - Monitors progress of an individual with an exceptionality during unit instruction Candidate selects assessments to	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.

	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.	accommodate the unique abilities and needs of individuals with exceptionalities	
Out of 7pts.	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	/3	
Overall writing and APA	/2	
Total points earned	/25	