George Mason University
Graduate School of Education
Program: Special Education

EDSE 629 Section 658: Spring, 2011
Secondary Curriculum and Strategies for Students with Disabilities who access the General Education Curriculum

Professor: Michael J. Romanelli, Ed.D.
Office Hours: by appointment or before or after class
Phone: mobile: 703-819-2200
E-mail: mromanel@gmu.edu
Course Days: Thursday, January 13 – March 10, 2011
Location: Fairfax High School

Course Description:

This course applies research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Critical content includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum.

Evidence-Based Practices:

 This course will incorporate the evidence-based practices (EBPs) relevant to Secondary Curriculum: learning strategies, Content Area planning, designing a secondary IEP. These EBPs are indicated with an asterisk (*) in this syllabus. 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 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.

Student Outcomes:

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

- Demonstrate knowledge of the federal and state laws that require and provide for instructional services for students with disabilities.

- Demonstrate the ability to develop lesson plans and a nine-week unit that includes instructional strategies and adaptations for students with disabilities at the secondary level.

- 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.

- Demonstrate the ability to assess, plan for, and address the content area literacy needs of students with disabilities who are accessing the general curriculum/

- Develop Individual Education Plans that successfully address the needs of secondary students with disabilities.

- 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.

Relationship of Courses to Program Goals and Professional Organizations:
This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Mental Retardation. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for secondary curriculum and strategies for teaching individuals with emotional disturbances, learning disabilities, and mild intellectual disabilities (MR).

This course will incorporate the evidence-based practices (EBPs) relevant to Secondary curriculum learning strategies, Content Area planning, and designing a secondary IEP. These EBPs are indicated with an asterisk (*) in this syllabus. 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 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.

The CEC Standards are listed on the following website:
http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

CEC standards that will be addressed in this class include some of the following:
Standard 4 - Instructional Strategies
Skills:

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

Standard 5 - Learning Environments and Social Interactions
Knowledge:

- Demands of learning environments.
- Basic classroom management theories and strategies for
- individuals with exceptional learning needs.
- Effective management of teaching and learning.
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Social skills needed for educational and other environments.
- Strategies for crisis prevention and intervention.
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- Strategies used by diverse populations to cope with a legacy of former and continuing racism.

Skills:

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.

- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
- Use universal precautions.

Standard 7 - Instructional Planning
Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.
- National, state or provincial, and local curricula standards.
- Technology for planning and managing the teaching and learning environment.
- Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service

NATURE OF COURSE DELIVERY:

Learning activities include the following:

1. Class lecture, discussion, and participation.
2. Videotapes and other relevant media presentations.
3. Study and independent library research.
4. Applications with relevant hardware and software.
5. Application activities, including in class evaluation of intervention research and materials.
6. Class presentations of papers.

Relevant readings will also be assigned

REQUIRED TEXT:

Lenz, B.K., Deshler, D. (2004). Teaching Content to All: Evidence-Based Practices in Middle and Secondary Schools. Boston: Pearson Education, Inc.

Conley, M.W. (2008). *Content area literacy: Learners in context.* Boston: Pearson Education, Inc.

COURSE REQUIREMENTS:

- All assignments are due on the dates indicated. Consult with me *in advance* if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points per day will be deducted from your grade for late papers unless I have agreed to an extension. THE MAXIMUM EXTENSION PERIOD IS ONE WEEK. Please retain a copy of your assignments in addition to the one you submit.
- All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will be required to document your work with the GMU Writing Center during this course to improve your skills.
- Course participants wishing to suggest other learning activities may, with my approval, substitute these for a required activity.
- The major portion of your learning in this course will be the result of your personal involvement in the content provided and in your willingness to incorporate in-class content and the readings into your repertoire of knowledge and skills. My role in your learning is to be a facilitator and to provide a favorable environment in which learning can take place; however, the major responsibility must necessarily remain with you.

Grading Scale:
95-100% = A
90-94% = A-
85-89% = B
80-84% = B-
75-79% = C
< 75% = F

EXPECTATIONS:

- **Attendance:** 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) complete all assignments, and (e) actively and appropriately participate in class to earn the **5-point class participation grade**. Attendance and professional participation at all sessions are very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Missing **more than one class** or **repeated** (tardiness/leaving early will result in reductions to this participation grade by 5 points per incident. Please notify me *in advance or as soon as possible* by phone or email if you will not be able to attend class.

- **Workload:** In-depth reading, study, and work on course requirements require substantial time outside of class. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly in addition to papers and assignments.

- **Writing:** Use APA guidelines for all course assignments. This website links to APA format guidelines: http://www.apastyle.apa.org
We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to "Guidelines for Non-Handicapping Language in APA Journals" http://www.apastyle.org/disabilities.html. We will also strive to replace the term "Mental Retardation" with "Intellectual Disabilities" in our oral and written communication in accordance with terminology choices in the disability community.

- **Email:** Please note that your GMU email will be used exclusively for this course and your Blackboard account will be changed to your GMU account: Please activate and forward your gmu email to your most-checked account! Go to http://mail.gmu.edu. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.

- **Be an Informed Student:** Negotiating all the requirements for your Master's and/or VA Licensure is extremely complex. It is imperative that you schedule a phone or in-person appointment with the Special Education Advisor, (Jancy Templeton (jtemple1@gmu.edu), 703/993-2387). This will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.

- **Using Blackboard:** GMU's Blackboard will be used to post important information and presentations for this course and for you to check grades and communicate with your classmates. It is also how your instructor will email you. You should check Blackboard at least once a week and right before class to make sure you are informed about class/GMU issues.
Your GMU email address will be entered in the Blackboard system.
The following is how you will access the Blackboard-GSE Login Page:
Enter the URL http://courses.gmu.edu into your browser location field.
Click on the Login button.
Enter your GMU email Username & Password
Click Login.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

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

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

REPRESENTATIVE ASSIGNMENTS:

1. **Content Area Unit Plan =** 30 points (This is the **Signature Assignment for this course to be placed on TaskStream* under Standard 7)**

This culminating activity (and signature assignment) for this course will demonstrate the student's understanding of the how to plan for, and instruct students with disabilities in a given content area using the Virginia SOLs over at least a 9 week period. An instructional unit plan (sample on Blackboard site) will integrate the following:

- Unit Map (*Teaching Content to All)*
- Unit Calendar
- Introduction to the Unit that identifies SOLs to be covered
- Unit Planning Routines (*Teaching Content to All*)
- Lesson Map (*Teaching Content to All)*
- Lesson Organizer Routines (*Teaching Content to All)*
- Model Lesson Plans that include *evidence-based teaching methods and strategies*
- Relevant Assessments
- Adaptations/Accommodations for Students with Disabilities (LD, ED, MR), and

specific learning strategies from course reading (as presented in *Teaching Content to All*). The following is the site for information about the Virginia Standards of Learning (http://www.pen.k12.va.us/VDOE/Assessment/SWDsol.html) and links to the home website.

*Note: Every student enrolled in any EDSE course, regardless of program of study or whether the course is only for recertification purposes, is required to submit their Signature Assignment to TaskStream for evaluation. TaskStream is available at http://gse.gmu.edu/programs/sped/taskstream/ . Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). All students are required to submit the signature assignment (unit) on TaskStream.

    2. **Secondary IEP** (30% of final grade)

Given a case study of a secondary student with disabilities who is accessing the general curriculum, your group will develop an appropriate IEP that includes a present level of educational performance, annual goals and benchmarks, appropriate testing accommodations, parent and student input, and transition planning.

    3. **Secondary Issues Project** (30% of final grade)

This small group project will develop your understanding of the particular issues or barriers relevant to serving secondary students with disabilities. Your topic (drop- out prevention, substance abuse, need for self-advocacy, block scheduling, case management, etc.) will identify the issue, explore causes and effects, and identify potential solutions from the literature and evidence-based practices. Your 30-minute presentation will provide learners with a solid foundation of knowledge on your topic.

Summaries and Questions Activities:

1. At the end of each class, each student will be required to write down a big idea that they understood from the lecture and word it as a summary statement.

2. Each student will also identify and write down something that they do not yet fully understand from that evening's lecture or topic and word it as a summary statement.
3. Five students will be asked to share their statements with the class and their classmates will try to clarify the summary statements from item number 2.

ASSESSMENT OF COURSE REQUIREMENTS:

Requirement	Points
• Class Participation (attendance and in-class)	5
• Summary and Question Activity	10
• Secondary IEP	25
• Secondary Unit Plan*	30*
• Secondary Issues Project	30
	<u>Total</u> 100

***TASKSTREAM SUBMISSION: Electronic Portfolios**

This assignment is the "signature" assignment for the student portfolio and must be submitted digitally to Taskstream, your electronic portfolio. ***You should enter it as the signature assignment for CEC standard 7.*** If you've never submitted to TaskStream before, you will need to self-enroll into TaskStream. You can access the Special Education website for information on TaskStream and other GMU-specific information: http://gse.gmu.edu/programs/sped/taskstream/. Every class you take in this program will have a signature assignment that must be submitted. In addition, you will be submitting other documents from your courses to complete your portfolio electronically. Always save electronic copies of your work!!

*Note: Every student registered for any EDSE course is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an "F" nine weeks into the following semester.

COMMON COURTESY ISSUES:

Please no

- **Mobile phone noises (turn on vibrate or turn off)**
- **Texting**
- **Laptop use for other than sanctioned class purposes**

Major Learning Activity I: Unit/Lesson Plans Rubric

Section	Component	Fully Identified & Clearly Described	Minimally Identified or Described	Unsatisfactory, Inappropriate or Missing
1	Descriptions of class situation and learners are provided (1)			
2	Grade level and content of lessons is indicated (11th grade English, Algebra I, etc) (1)			
3	Standards addressed in lessons are clearly identified & related to the academic content. (1)			
4	A 10-section Unit Planning Routine Graphic Organizer is completed for the Unit (sample on pp. 181-182 of Teaching Content to All) (10)			
7	A Lesson Organizer Routine is completed for **EACH** of the 5 block-scheduled lessons (pp. 204-211 of Teaching Content to All) (10)			
8	A description of a variety of accommodations and/or modifications are described showing how diverse learners will receive access to the curriculum (Appendix B of Teaching Content to All) (2)			

9	Formal and informal assessments for the unit are **described**: there must be at least two formal and two informal assessments for your unit (2)			
10	List and **briefly** describe at least 3 metacognitive strategies you will use to help your students "anchor" instruction (Appendix C of Teaching Content to All) (3)			

Major Activity II: Secondary IEP Rubric

	5 Exemplary	4 Good	3 Acceptable	2 Inadequate	1 Unacceptable
Present Level of Performance: PLEP includes complete profile of academic performance including areas of strength and need documented by current assessment information. This includes future planning					
Goals: Based on PLEP, Appropriate, Measurable, attainable, reflect student's needs and preferences					
Benchmarks: At least 3 for every goal See above criteria					
Special Factors: Reviewed; especially assistive technology.					
Transition Planning: Course of Study addressed along with diploma options; future preferences addressed through activities and linkages if appropriate.					

Writing: **Jargon-free, reflects parent** **and more importantly,** **student input. Respectful and** **future-oriented**				

Major Activity III: Issue Presentation Scoring Rubric

Topic of Presentation:	5 Outstanding	4 Good	3 Minimal	2 Unsatisfactory, Inappropriate or Missing
Topic is relevant to secondary learners with disabilities. Overview provides context and sets stage for presentation.				
Students anticipate questions and demonstrate deep understanding of issue with explanations and elaboration based on research.				
Students present information in engaging and logical sequence which audience can easily follow. PowerPoint is easy to read. Slides are referred to, but not read word for word. A handout is provided				
Audience is provided with organizations, websites, resources, etc. to connect them to sources of information on the topic				

Significant evidence of shared responsibility, shared commitment, and shared level of effort is apparent.				

Proposed Class Schedule: *This syllabus is subject to change to meet class needs*

Session Date	Topic	*Reading to do* for *this session*	*Assignments Due* this *Class Session*
1 1/13	**Course Introduction** **Enduring Understandings** **Evidenced-Based Academic Interventions**	**Chapters 1 & 2** **Chapters 1 and 2 (Conley)**	
2 1/20	**Overview of secondary environments** **Analyzing Courses**	**Chapter 6**	**Student Presentation**
3 1/27	**Unit Planning*** **Lesson Planning***	**Chapter 7** **Chapter 8**	**Student Presentation**
4 2/3	**Study skills and organization***	**Chapters 9 & 10**	**Student Presentation**
5 2/10	**Writing IEPs at the secondary level***		**Student Presentation**
6 2/17	**Skillful Teacher Strategies**	**Chapters 4 and 5**	**Student Presentation**
7 2/24	**Skillful Teacher Strategies/Literacy: Reading***	**Chapter 5 and 10 (Conley)**	**Unit Plan Due** **Student Presentation**

8 **3/3**	**Literacy: Reading*** **Writing***	**Chapter 8, 9 and 11 (Conley)**	**IEP Due** **Student Presentation**
9 **3/10**	**Math***		**Student Presentation**