

**George Mason University  
Graduate School of Education  
Program: Special Education**

**Course Title: EDSE 629, Section 666: Secondary Curriculum and Strategies for Students with Disabilities who Access the General Education Curriculum**

**Instructor: Dr. John B. W. Simpson**

**Phone: 703-728-3192**

**Email: [Jsimpso4@gmu.edu](mailto:Jsimpso4@gmu.edu) (Please utilize E-mail within course's Blackboard site to ensure delivery.)**

**Fax: TBD**

**Wednesday Evenings: 06/01/11 through 07/27/11**

**Time: 4:30 – 9:30 PM.**

**Location: Fairfax High School; Room TBD**

**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.

*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 Individualized Education Programs (IEP) 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 (ED) and Learning Disabilities (LD), and Mental Retardation (MR). This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), 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 ED, LD, and mild MR.

The CEC Standards are listed on the following web site: [http://www.cec.sped.org/ps/perf\\_based\\_stds/common\\_core\\_4-21-01.html](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 strategy and application papers.

### **Relevant readings will be assigned**

#### **Required Texts**

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

Lenz, B.K., Deshler, D. (2004). *Teaching content to all: Evidence-Based practices in middle and secondary schools*. Boston: Pearson Education, Inc.

### **COURSE REQUIREMENTS:**

- All assignments are due on the dates indicated. Prior permission from the instructor is required in order to submit “late” assignments. In fairness to students who make the effort to submit papers on time, points per day will be deducted from your grade for “late” assignments. Please retain a copy of your assignments in addition to the one you submit.
- Final grade will not be submitted until Signature Assignment is posted to TaskStream.
- Signature Assignment must be posted by assignment due date detailed in syllabus’ Course Calendar.
- 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.
- 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.
- We will explore Evidence Based Practices (EBPs) during our discussions and via the assigned readings. Please include EBPs in your submitted assignments that enhance students with disabilities’ access to the general education curriculum.

<b>Evaluation</b>	<b>Points</b>	
1. Class Attendance and Participation	70	
2. Small Group Content Area Unit:	100 (48+52)	
Which includes an individually prepared lesson plan:		
1. Measurable Goals & Objectives		
2. Assessment Examples		
3. Adaptation Examples		
3. Research Review & Presentation	80	
4. Secondary IEP Based upon Scenario	90	
5. Secondary Issues Paper	60	
Possible Points	400	Total

**Grading Scale:**

380 - 400 = A  
360 - 379 = A-  
320 - 359 = B  
280 - 319 = C  
< 280 = F

Note: All assignments should be typed using APA format and are due on the dates indicated. In fairness to students who make the effort to submit papers on time, **prior permission from Professor is necessary prior to due date in order to submit “late” assignments.** **(Points will be deducted for work submitted after the due date.)**

***It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.***

\*Note: Every student registered for any EDSE course as of the Fall 2007 semester 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). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. 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.\*

### **Expectations:**

- Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Please notify me *in advance* by E-mail if you will not be able to attend class.
- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot

approximately three hours for class study and preparation for *each* credit hour weekly in addition to papers and assignments.

- 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.
- Please note that your GMU E-mail will be used exclusively for this course: Please activate, clean-out, and forward your GMU E-mail to your most-checked account!!!
- 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](mailto: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.

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 E-mail 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 Username & Password assigned to you. Most likely it will be your first initial of your first name and your entire last name (for example – John Smith = jsmith).

This will serve as both your username and password.

Click Login. **Please change your password the first time that you access the site.**

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

### *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/>]

## ASSIGNMENTS

### I. Content Area Unit (Course's Signature Assignment)

This culminating activity will demonstrate your understanding of the how to plan for, and instruct students with disabilities in a given content area using the Virginia SOLs. Your unit plan will integrate the Unit planning Routine, Lesson Organizer Routines, and specific learning strategies from your required course reading (Teaching Content to All). You will work in a small group for the activity. **Group leader should submit one copy of the Content Area Unit for the group. Each student must post Content Area Unit (including individual lesson plan) to TaskStream on assignment's due date.**

*Required components:*

- 9-week unit based on the standards of learning (SOL) for a specific grade and subject at the secondary level
  - Select an SOL from any **secondary-level curriculum** upon which you can base a regular education objective
  - Determine 9-week calendar (Scope and Sequence)
  - Determine measurable goals & objectives for sequencing
  - Develop assessment examples (formative and summative):
    - Develop a Unit Test that assesses unit's *stated* objective(s); this serves as your summative assessment.
    - Develop a formative assessment plan to assess effectiveness of teaching and determine "Plan B". In other words, what action(s) will you take as a result of students' progress or lack of progress towards mastering unit's objective(s). (See sample lesson plan template for details.)
  - Determine instructional decisions that will provide differentiated instruction for students with varying abilities.
  - Adaptation examples:
    - Given descriptions of students with ED, LD, and ID, identify adaptations/modifications suggested in the text (lectures and elsewhere) that you would need to implement for each student in reading, math, science, social studies, and social skills (etc.).
    - Develop a table or outline that summarizes this material. Use information from the text and from

lectures on adaptations and lectures.

- Small group will present their Content Area Unit to the class (schedule TBD).
  - Should be multi-modal approach
  - PowerPoint may be utilized
  - A skit to demonstrate effective teaching is highly recommended as part of the presentation
  - Plan for a 30 minute presentation, including time for questions/discussion
- Individually prepared lesson plan
  - Develop lesson plan for one week of the unit's 9-week calendar
  - Focus upon students with ED, LD, or ID (group members must ensure that all areas are covered)
  - Determine measurable goals & objectives for sequencing
  - Develop assessment examples (formative and summative):
    - Develop at least a five-item test or quiz that assesses unit's *stated* objective (for the class and/or for specific students). This serves as your summative assessment.
    - Develop a formative assessment plan to assess effectiveness of teaching and determine "Plan B". In other words, what action(s) will you take as a result of students' progress or lack of progress towards mastering unit's objective(s). (See sample lesson plan template for details.)

## II. Research Review

For this review, you will choose a specific content area and identify evidence-based practices that support the achievement of secondary learners with disabilities in SOL-based courses. Identify at least five (5) effective strategies in your paper, e.g. SCREAM. Please prepare a short (10 minute) presentation for the class. (Schedule TBD).

## III. Secondary Issues Paper

This assignment will develop your understanding of the particular issues or barriers germane to serving secondary students with disabilities. Your topic (dropping out, 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. We will choose topics during the second class session in order to ensure all areas covered.)

#### **IV. Secondary IEP**

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

**Please attach Scoring Criteria Sheet to your submitted work.**

**Course Calendar**

<b>CLASS</b>	<b>DATE</b>	<b>TOPIC(S)</b>	<b>ACTIVITY</b>	<b>WHAT'S DUE</b>	<b>ASSIGNMENT</b>
1	06/01	Introduction, Syllabus Review, Secondary Students with Disabilities' Characteristics ("Refresh")	Lecture, Small Group Discussion, Large Group Discussion		Read: Lenz & Deshler Chapters 1, 2, & 11; Conley Chapters 2, 3, 4, & 5; Ponder content area, "issue", and disability area for assignments

<b>2</b>	<b>06/08</b>	<b>Evidence Based Practices and Assessment; Diversity of Adolescence</b>  <b>Understanding and Using Texts and Standards; Meeting Students with Disabilities' Needs</b>	<b>Lecture, Small Group Discussion, Large Group Discussion, Group Members Assigned; Group Time</b>	<b>Chosen content area, "issue", and disability area</b>	<b>Read: Lenz &amp; Deshler Chapters 4, 6, &amp; 12; Conley Chapter 6</b>
<b>3</b>	<b>06/15</b>	<b>Planning for Teaching and Learning at the Course Level</b>	<b>Lecture, Small Group Discussion, Large Group Discussion, Group Time</b>	<b>Secondary IEP</b>	<b>Read: Lenz &amp; Deshler Chapters 7; Conley Chapter 8 &amp; 9</b>

<b>4</b>	<b>06/22</b>	<b>Planning for Teaching and Learning at the Course and Unit Levels Literacy: Vocabulary; Reading to Learn and Critical Literacy</b>	<b>Lecture, Small Group Discussion, Large Group Discussion, Group Time</b>	<b>Research Review Paper and Presentations</b>	<b>Read: Lenz &amp; Deshler Chapter 3; Conley Chapters 10 &amp; 12</b>
<b>5</b>	<b>06/29</b>	<b>Planning for Teaching and Learning at the Lesson Level; IEP "Basics" Literacy: Decoding, Identification, and Assistive Technology</b>	<b>Lecture, Small Group Discussion, Large Group Discussion, Group Time</b>	<b>Research Review Presentations</b>	<b>Read: Lenz &amp; Deshler Chapter 10; Conley Chapter 7</b>

<b>6</b>	<b>07/06</b>	<b>Planning for Teaching and Learning at the Lesson Level; IEP “Basics” Planning for Academic Diversity</b>	<b>Lecture, Small Group Discussion, Large Group Discussion, Group Time</b>	<b>Research Review Presentations</b>	<b>Read: Lenz &amp; Deshler Chapter N/A; Conley Chapter N/A</b>
<b>7</b>	<b>07/13</b>	<b>Metacognition and Study Skills Establishing Classroom Community; Activating Prior Knowledge and Increasing Motivation</b>	<b>Lecture, Small Group Discussion, Large Group Discussion, Group Time</b>	<b>Secondary Issues Paper</b>	

<b>8</b>	<b>07/20</b>	<b>Activating Prior Knowledge and Increasing Motivation</b>	<b>Lecture, Small Group Discussion, Large Group Discussion, Group Time</b>		
<b>9</b>	<b>07/27</b>	<b>All</b>	<b>Group Presentations</b>	<b>Content Area Unit; Individual Lesson Plan  Group Presentations</b>	

**Scoring Criteria Sheet  
Content Area Unit**

<b>Content Area Unit</b>	<b>Points Available</b>	<b>Points Received</b>
Grade level for the unit	4	
Content of unit is indicated (math, English, science, etc)	4	
SOLs addressed in this unit are clearly identified & related to the academic content	4	
Unit objectives are based on the SOLs (above) and are measurable (include all 4 components of a measurable objective)	4	
Theme or topic of the unit is identified	4	
Nine-week Unit Calendar <ul style="list-style-type: none"> <li>• Identifies key topics or activities, relationship to SOLs and indicates when career education and technology will be integrated.</li> </ul> <b>The lesson plan for each member of the small group is clearly indicated on the unit calendar.</b>	4	

General adaptations & modifications are included for the unit and are clearly identified and described	4	
Formative and summative assessments for the unit are described; one example of each is included along with a discussion of the results of each will be used in making instructional decisions that should be sensitive to diverse populations.	6	
A unit test (summative assessment) is included.	10	
A model lesson plan (based on the sample lesson plan template) is included from each of the small group members	4	
Points Received (Total Points Available = 48)		

### Scoring Criteria Sheet Individual Lesson Plan

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

<b>Lesson Plan</b>	<b>Points Available</b>	<b>Points Received</b>
Course, Grade Level, and SOL Listed	5	
Essential Learning/Learning Objective Detailed	5	
Task Analysis Supports Lesson Plan's Objective	5	
Formative Assessment Included	5	
Differentiation of Instruction Detailed	5	
Adjustment to Instructional Delivery Based upon Student Performance Detailed (Adaptation of Instruction)	10	
Assessment Examples Included	12	
Outside of Class Independent Practice Included	5	
<b>Total Points</b>	<b>52</b>	

**Scoring Criteria Sheet**  
**Research Review & Presentation**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

<b>Technical Professional Center Assignment</b>	<b>Points Available</b>	<b>Points Received</b>
Turned in on time	5	
Disability Areas Serviced	10	
Five Strategies Presented	10	
Each Strategy Detailed	10	
Instructional Materials and Technology	15	
Evidence of Individualization	10	
Reactions/Opinions	10	
Presentation (Max 10 Minutes)	10	
Total Points	80	

**Scoring Criteria Sheet  
Secondary Issues**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

<b>Technical Professional Center Assignment</b>	<b>Points Available</b>	<b>Points Received</b>
Turned in on time	5	
Disability Areas Impacted	10	
Issue Detailed	10	
Society's Reaction/Thoughts	10	
Possible Solutions Presented	15	
Reactions/Opinions	10	
Total Points	60	

**Scoring Criteria Sheet  
Secondary IEP**

Date: \_\_\_\_\_

Assignment Number: \_\_\_\_\_

<b>IEP Assignment</b>	<b>Points Available</b>	<b>Points Received</b>
Turned in on time	5	
Exceptionality Area(s) Listed	16	
Student PLOP Detailed	16	
Annual Goals Address PLOP	16	
Classroom Accommodations	16	
Parent and Student Input	16	
Transition Planning	5	
<b>Total Points</b>	<b>90</b>	

### Scoring Criteria Sheet Class Participation and Attendance

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Attendance/Participation	Points Available	Points Received
Arrived on-time to all classes	15	
Attended all classes	15	
Remained in each class session	15	
Participated regularly in class activities	10	
Followed GMU's student responsibilities	15	
<b>Total Points</b>	<b>70</b>	

<b>Course:</b>	<b>Date:</b>
<b>POS Indicators:</b>	Promotion Benchmark?
The indicators are really the learning outcomes - what students will know and be able to do statements from a POS. (The standards and benchmarks.)	

<p><b>Essential Learning:</b></p>	
<p>This is “teacher language”... what do you want the students to do? Don’t take the POS language – use the language of your class.          For example, POS Language may state, “<i>Use context, structure (word parts) and connotations to determine meaning of words and phrases.</i>”          Teacher language may be, “Students are going to study the following root words and determine how additional words share the same root. They’ll be able to figure out how different affixes affect meanings.</p>	
<p><b>Task Analysis:</b></p>	
<p>How do you know they’re ready for this instruction? What happened in the days or weeks before that let you know they’re ready? How will you build on what they know?</p>	
<p><b>Assessment</b></p>	
<p>Formative:</p>	
<p>What will the “checks for understanding be”?          These assessments for learning determine student understanding to inform both teacher and student.          NOTE: At times, each grade-level department is expected to have one common formative assessment for each summative assessment given.</p>	
<p>Formative Analysis:</p>	

<p>What about the students who don't get it? If a mastery of at least 50% wasn't achieved on the formative assessment, what will you do?                  What about the students who already have it?                  How will you differentiate instruction? How will you adjust your teaching?</p>		
<p><b>Instructional Strategies</b></p>		
<p>Direct Instruction</p>	<p>Guided Practice</p>	<p>Independent Practice</p>
<p>Where is the direct instruction? What options will you use for presentation? Modeling?</p>	<p>What will the guided practice look like? Scaffolding?</p>	<p>In-Class:                  What about independent practice? How will you check for understanding?</p>
		<p>Outside-of-Class:</p>
<p>Summative:</p>		
<p>Once readiness has been determined, what assessment will go in the grade book?                  NOTE: At times, summative assessments are common by grade-level department.</p>		

Sample Lesson Plan Format