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

Spring 2014

EDSE 629 679: Secondary Curriculum and Strategies for Students with
Disabilities who Access the General Curriculum
CRN: 17990, 3 - Credits

Instructor: Dr. Jodi Duke	**Meeting Dates:** 01/09/14 - 03/13/14
Phone: 703-993-6555	**Meeting Day(s):** Thursday
E-Mail: jduke4@gmu.edu	**Meeting Time(s):** 4:30 pm-8:30 pm
Office Hours: By appointment	**Meeting Location:** FCPS

> *Note:* This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

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.

Prerequisite(s): None

Co-requisites: None

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

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

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' schedule. 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.

Learner 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 a comprehensive 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/
• Describe components of 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.

Required Textbooks

Miller, S. (2008). *Validated practices for teaching students with diverse needs and abilities* . (2nd ed.). Boston: Pearson.

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit http://gmu.bncollege.com and search the ISBN. To register your access code or purchase the Digital Library, visit:
http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

- 1 year subscription $200 ISBN-13: 9781269541411
- 3 years subscription $525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

Recommended Textbooks

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

Required Resources

Mager's Tips on Instructional Objectives:
http://www2.gsu.edu/~mstmbs/CrsTools/Magerobj.html#Objectives%20Defined

Florida Center for Reading Research (Adolescent Literacy): http://www.adlit.org/

Vaughn-Gross Center for Reading and Language Arts: http://www.meadowscenter.org/vgc/

Common Core Standards and Assessments: www.ideapartnerships.org

Standards-Based Instruction for Adolescents with Special Needs:
http://www.ohiorc.org/adlit/differentiated_instruction/fayne.aspx?id=special_needs#apply

Additional Readings

Boyle, J. R. (2010). Strategic note‑taking for middle-school students with learning disabilities in science classes. *Learning Disability Quarterly, 33*(2), 93-109.

Boyle, J. R. (2012). Note-taking and secondary students with learning disabilities: Challenges and solutions. *Learning Disabilities Research & Practice, 27*(2), 90-101.

Brigham, F. J., Scruggs, T. E., & Mastropieri, M. A. (2011). Science education and students with learning disabilties. *Learning Disabilities Research and Practice, 26*(4), 223-232.

Bulgren, J. A. (2006). Integrated content enhancement routines: Responding to the needs of adolescents with disabilities in rigorous inclusive secondary content classes. *Teaching Exceptional Children, 38*(6), 54-58.

Conderman, G., & Bresnahan, V. (2008). Teaching big ideas in diverse middle school classrooms. *Kappa Delta Pi Record,* Summer, 176-180.

Fontana, J., L. , Scruggs, T., & Mastropieri, M., A. (2007). Mnemonic strategy instruction in inclusive secondary social studies classes. *Remedial and Special Education, 28*(6), 345-355.

Hoover, T. M., Kubina, R. M., & Mason, L. H. (2012). Effects of Self-Regulated Strategy Development for POW+TREE on High School Students with Learning Disabilities. *Exceptionality, 20*(1), 20-38.

Ives, B. (2007). Graphic organizers applied to secondary algebra instruction for students with learning disorders. *Learning Disabilities Research & Practice, 22*(2), 110-118.

Mason, L. H., Harris, K. R., & Graham, S. (2011). Self-regulated strategy development for students with writing difficulties. *Theory Into Practice, 50*, 20-27.

Mason, L. H., Kubina, R. M., Jr., & Taft, R. J. (2011). Developing quick writing skills of middle school students with disabilities. *Journal of Special Education, 44*(4), 205-220.

McDuffie, K. A., Mastropieri, M. A., & Scruggs, T. E. (2009). Differential effects of peer tutoring in co-taught and non-co-taught classes: Results for content learning and student-teacher interactions. *Exceptional Children, 75*(4), 493-510.

Scruggs, T. E., Mastropieri, M. A., Berkeley, S. L., & Marshak, L. (2010). Mnemonic strategies: Evidence-based practice and practice-based evidence. *Intervention in School and Clinic, 46*(2), 79-86.

Scruggs, T., Mastropieri, M., & Marshak, L. (2012). Peer-mediated instruction in inclusive secondary social studies learning: Direct and indirect learning effects. *Learning Disabilities Research and Practice, 27*(1), 12-20.

Stenhoff, D. M., & Lignugaris/Kraft, B. (2007). A review of the effects of peer tutoring on students with mild disabilities in secondary settings. *Exceptional Children, 74*(1), 8-30.

Swanson, H. L., & Deshler, D. (2003). Instructing adolescents with learning disabilities:

Converting a meta-analysis to practice. *Journal of Learning Disabilities, 36*, 124-135.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, Standard 6: Language, Standard 7: Instructional Planning and Standard 8: Assessment.

GMU POLICIES AND RESOURES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. 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.

d. 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/].

e. 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/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/].

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

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

Course Policies & 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) show evidence of having read/studied material, and (e) complete all in-class assignments to earn class participation grade for each class session.

For any absence, please notify the instructor by email prior to the start time of the missed session. For the *first* absence, a student does not earn credit for the participation points or quiz (if applicable) for that session and takes on the responsibility of obtaining all missed information from another student. Students who are absent are held responsible for the material covered and assignments given and due. A *second* absence will result in the final grade dropping by 5 points. *Three* absences will result in a base grade of 70 points, from which unearned points will be deducted. *If there are truly extenuating circumstances, it is your responsibility to consult with the instructor.*

Participation

Use of Computers, Cell Phones, iPads, and other Electronic Devices and Materials:

Please be *fully* present in class. It is impossible to participate fully in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. Please use computers only for work related to the current class activity. Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class. The breach will be considered as non-attendance for that class session. If, for emergency reasons, you must be available via cell phone, please discuss the situation with the instructor in advance of class and, if access is granted, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

<u>*Active participation includes:*</u>
☐☐ Listening to and participating in class discussions

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☐☐ Taking notes
☐☐ Listening to instructor presenetations and feedback
☐☐ Checking your email weekly and responding to the instructor's emails
☐☐ Completing all readings and other assignments prior to the start of each class session
☐☐ Coming to class with materials including textbooks and relevant materials from the class website
☐☐ Submitting all assignments prior to or on the assigned date and time

Active participation does not include:
☐☐ Sleeping in class
☐☐ Surfing the web, doing email, grading papers, writing lesson plans, and otherwise engaging in non-instructional activities during classtime.
☐☐ Holding conversations with your classmates during whole class instruction.
☐☐ Taking cell phone calls or texting during class
☐☐ Other off-task behaviors that are not relevant to instruction

Behaviors in the list above are not only non-indicators of participation, they are contra-indicators. That is, if you are doing those things, you are not participating in class. Students will fail to earn points for coming late, leaving early or non-engagement in the instructional activities during the time that they are in class. Repeated violations of these standards of deportment will be referred to the George Mason University Special Education Department faculty as evidence that the individual lacks the "disposition to be a teacher." Such a finding can result in dismissal from the education program.

Late Work.
All assignments are posted in the Syllabus and are due on the date indicated. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students.

If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. If, for some reason, you are incapacitated on the day the assignment is due (e.g. hospitalized, involved in an accident, or someone you care for is hospitalized or involved in an accident), contact me either directly or through a representative within 24 hours.

In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.

Written and Oral Language
APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the *Publication Manual of the American Psychological Association* (6th ed.) You are required to use APA guidelines for all course

assignments. Please use the following website for APA format guidelines:
http://apastyle.apa.org.

We will use person first language in our class discussions and written assignments (and ideally in our professional practice). 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.

Academic Integrity

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or general ideas. Generally, if you use four or more words in a row, you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in the class will result in a zero on that assignment and a report of the incident to the Dean's Office.

Communication

The most efficient way to contact me is through email. I check email daily Monday through Friday and I will do my best to respond within 24 hours during the week. Keep in mind that I teach from 4:30-8:30pm. On weekends, I check my Mason account on Sunday evenings and will do my best to respond to all received then. Do not email me one hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Secondary Curriculum Unit Plan* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream

Grading Scale

A	95 – 100 points
A-	90 – 94 points
B	80 – 89 points
C	70-79 points
F	69% and below

Assignments

   Performance-based Assessment (TaskStream submission required).

Assessment 1: Secondary Curriculum Unit Plan (40 points)

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to prioritize essential concepts and skills, write lesson plans and assessments, and adapt existing lesson plans within a curriculum unit. You are required to write two comprehensive lesson plans that address state standards and include students with disabilities. You are also required to adapt a lesson plan to be delivered in a co-taught classroom that addresses similar state standards. You will write two assessments that provide opportunities for the learners to demonstrate their understanding of the core concepts of the unit for either classroom. Your focus should be on the integration of evidence-based practices that meet the unique needs of learners with mild to moderate exceptional learning needs at the secondary level in a given content area using the appropriate state standards.

GROUP OPTION: You will have the option of running this assessment in small groups. Groups should consist of four or fewer people. The groups will work together and submit one complete unit with each group member's name on it. The group will work together to adapt 1 lesson plan and then each individual in the group is responsible for contributing 1 original lesson plan, with their name on it. For a group of four people, this would mean that the unit would include a total of five lesson plans instead of the required three (one adapted lesson plan done jointly and four individually written lesson plans). The group must ensure that all lesson plans work together and flow within the sequence of concepts of the unit.

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 materials to your laptop so that you can access/use them during class time.

Class Time: This is a large assignment and we will spend some time during each class session working in groups on the components. Please plan to bring your laptops and materials to class. Please plan to 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: Introduction

Your paper should begin with a 2-3 page overview of the key components of your unit is provided which includes:

1. A narrative of the unit's key concepts (description of the chosen SOLs) is given and connected to the course's overall academic content.
2. Description of how you will differentiate your instruction
3. Description of how learners' special needs will be addressed.
4. Accurate Spelling/Grammar/APA style.

Part II: Curriculum Analysis

Choose a state or Common Core standard (or component of a standard) from a specific content area in any grade level 6-12. In narrative form, identify the standard and provide an analysis of the essential concepts, critical vocabulary, and necessary skills (what does a student need to be able to do to acquire, organize, recall, and express the mastery of the standard material) required to meet the standard. This analysis will guide your unit and lesson planning.

Part III: Development of Unit Planning Visual Organizer

Using your analysis of the standard, identify concepts, vocabulary, and skills that fit together and can be taught in a cohesive unit. With these, create a Unit Planning Visual Organizer (document given to you by instructor) that:

1. Makes explicit connections between prior knowledge and future knowledge (sections 1-4),
2. Identifies linkages between the essential concepts of the unit (section 5 and page 2),
3. Demonstrates your ability to prioritize key concepts from the unit (section 5 and page 2),
4. Provides a schedule of when and in what order the essential concepts will be taught (section 8),
5. Determines the types of relationships that will be used to link concepts within the unit (section 6; cause/effect, compare/contrast, characteristics, etc.), and
6. Poses questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts (section 7).

Part IV: Adaptation of a Lesson Plan

Using a lesson plan provided by the Va Department of Education 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 identified in Item 2. Whenever possible, please highlight modifications and explain them as necessary.
4. In a brief narrative, provide a rationale for each evidence-based practice you include.

*Submit the original lesson plan as well as your adapted lesson plan with your completed unit.

Part V: Lesson Plan Development

1. Provide a brief description of a secondary classroom appropriate for your lessons, including number of students, number of professionals and paraprofessionals, and length of each class session.
2. Write TWO comprehensive lesson plans, focused on your selected state 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.
3. Both of these lesson plans must include *evidence-based teaching methods and strategies* from the course that:
   a. A statement of the measurable objective(s)
   b. Address the abilities and needs of the learners with mild to moderate exceptional learning needs,
   c. Individualize instruction to meet these needs,
   d. Emphasize the development, maintenance, and generalization of knowledge and skills across environments,
   e. Are age and ability appropriate, and
   f. Are linked to the lesson objective.
4. Include a copy of any materials necessary to teach the lesson (e.g., powerpoint slides, graphic organizers, checklists).

In a brief narrative accompanying the lesson plans, provide a rationale for:

1. Your choice of lesson objective,
2. How the teaching method and strategies you chose meet the needs of the students with disabilities and are evidence-based,
3. The use of assistive technology (as appropriate), and
4. How the lesson links to the next lesson/concept.

Part VI: Assessments

1. 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.
   a. One assessment must be formative
      i. Measurement is repeated more than once
      ii. Measurement assesses knowledge of objective
      iii. Measuremnt requires variety of formats (over time)

   b. One assessment must be summative
      i. Measurement assesses unit questions (from Organizer)
      ii. Measurement provides a variety of modes of response

In a narrative accompanying the assessments, describe how they:

   c. Require different types of responses,
   d. Evaluate the students' learning of the stated objectives and core content of the unit, and
   e. Guide future instruction.

Scoring Rubric: Unit Plan

Unit Plan Element	Points Earned	Comments
Unit Introduction/Summary	/5	
Unit Planning Visual Organizer	/5	
Modified Lesson Plan	/5	
Original Comprehensive Lesson Plans* *This portion of the unit will be graded individually, so that you are each responsible for your own lesson plan. Because of this, each group member could end up with a different grade earned on this assignment.*	/10	
Formative Assessment	/5	
Summative Assessment	/5	
Overall Presentation and Completeness	/5	
TOTAL POINTS EARNED:	**/40**	

Performance-based Common Assignments (No TaskStream submission required).
Assessment 2: Secondary Issues Resource Guide (15 points)

Creating a secondary issues resource guide allows the student the opportunity to explore a topic of interest that affects secondary students in general and students with disabilities in particular. Issues may include: depression, anxiety, bullying, drug use, sexual activity, alcohol use, gang activity, etc.

Students should use data-based sources to create a guide that could be used by other teachers, including the following sections:

Introduction: State the topic of interest, brief description of issue (citing sources), its prevalence rate in the general adolescent population (if available), rationale for concern (personal perspective in addition to other sources).

Causes: Give an overview of suspected causes of the issue (citing sources).

Importance for Teachers: State why the issue is of importance to teachers and how it can impact instruction/education (personal perspective in addition to other sources); give warning signs (if applicable).

Resources: Provide a minimum of five resources for teacher use. Give a location (i.e., article citation, website) and annotation about the resource that is less than 200 words.

*Although you will create your resource guides individually, you may find it helpful to discuss this assignment with your Secondary Issues Presentation group members prior to completing this assignment so that any information gathered can be used for your presentation at the end of the semester.

Scoring Rubric: Secondary Issues Resource Guide

Unit Plan Element	Points Earned	Comments
Introduction	/2	
Causes	/3	
Importance for Teachers	/5	
Resources	/5	

TOTAL POINTS EARNED:	/15	

Assessment 3: Secondary Issues Presentation (25 points)
This small group project will require you to identify and explore issues and topics of interest related to secondary students in general and students with disabilities in particular. Your topic (dropping out, substance abuse, need for self-advocacy, depression, gang membership, bullying, block scheduling, case management, etc.) will identify the issue, explore causes and effects, and identify potential solutions from the literature. Students should use data-based sources to create the presentation, and include the commponents detailed in the rubric below.

Each presentation should be approximately 20 minutes, although the exact time will be determined once we have completed the signup process.

Each presentation should
Introduction: Topic must be relevant to secondary learners with disabilities. The introduction should provide the following: (a) comprehensive description of the issue, (b) prevalence rate in the general adolescent population, (c) prevalence rate in the adolescent disability population, and (d) rationale for concern.

Causes: Include a clear overview of the suspected causes of the issue.

Importance for Teachers: Presenters will state why the issue is of importance to teachers and how it can impact instruction and education. Presenters should describe warning signs, if applicable.

Resources: Presenters will provide 3-5 resources for teacher use including the source location (i.e., article citation, website).

Quality of Presentation: Information presented is based on research and evidence-based practices. Handouts and PowerPoints are clear, easy to read, and professional looking. 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. Each group members has a clear, important role for the presentation.

Secondary Issues Group Project Rubric

Criteria/Item	Points	Comments

Introduction	/5	
Causes	/5	
Importance for Teachers	/2	
Resources	/5	
Quality of Presentation: (1 point each)	/8	
TOTAL POINTS EARNED	**/25**	

Other Assignments.
Assessment 4: Reading Checks (10 points)
Reading Checks: (10 points) Short, multiple-choice reading checks will be posted on Blackboard for selected chapters from the textbook throughout the semester. Students will complete these reading checks without the use of the textbook, Internet, peers, or any other resources. Students may complete the reading checks as many times as they like until they earn a score that they are satisfied with.

Assessment 5: Regular Attendance, Classwork and Participation (10 points)
Active participation includes the asking of questions and the presentation of one's own reflections regarding the readings and lectures, as well as interactive discussion. Listening and respectful consideration of the comments of others is a professional expectation. Students are to complete the required readings and assignments prior to the relevant class meetings. **Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.**

Points for class attendance and participation are positively impacted by:

a. attending class and being psychologically available to learn,
b. completing and handing in all class assignments,
c. participating in class discussions/activities throughout the semester,
d. thoughtfully contributing to class discussions,
e. listening to the ideas of other peers, respectively, and
f. demonstrating an enthusiasm for learning.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Also, points are deducted for **a lack of digital etiquette** during class sessions.

With the exception of response logs, all assignments should reflect graduate-level spelling, syntax, and grammar, as well as APA style guidelines. 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.

Summary of Course Requirements:

	Requirement	Individual Project	Small Group Project	Total Points	Due Date
1.	Content Area Unit Plan	Choice of individual or group		40	Mar. 6
2.	Secondary Issues Presentation		X	25	Mar. 13
3.	Secondary Issues Resource Guide	X		15	Feb.13
4.	Reading Checks	X		10	Throughout
5.	Attendance, Claswork & Participation	X		10	Throughout
Total Available Points: 100					

Schedule
**Starting January 16th, be sure to come to class prepared with the week's handouts

Meeting	Date	Class Topic & Reading Assignments	Readings Due for this Class
1	Jan. 9	Introductions Syllabus Review Library Resources Characteristics of Secondary Learners with High Incidence Disabilities (Including Adolescent Development) View Frontline video "Inside the Teenage Brain"" https://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/view/	1. Skim text chapters 1 2. Student Information Sheet 3. Special Issues Groups Assigned and Dates Given

electronically downloaded or as hard copies (whichever works best for you)!**

2	Jan. 16	Understanding the Curriculum *In class activity: "What Makes a Good High School" by Brigham, Morocco, Clay, & Zigmond: Read and discuss* Lesson and Unit Planning (Instructional Design) for Secondary Programs Content Unit Discussion: Select partner, SOL and DOE Lesson Plan to work with. *In class activity: Unit Planning Visual Organizer Development*	1. Conderman & Bresnahan (2008) 2. Text Chapter 2 3. *Please bring your laptop with the Unit Planning Visual organizer (leave it blank so that you can work with your group during class to complete the organizer)*
3	Jan. 23	NO FACE TO FACE MEETING ONLINE CLASS Complete the following IRIS Module. Write out all of your responses to the questions and prompts throughout the module (in Initial Thoughts and Assessment sections) AND provide a brief narrative which describes which strategies you will use within your instructional unit to ensure that you are differentiating instruction. All work should be submitted on Blackboard under the appropriate assignment heading in SafeAssign prior to the start of session four. Differentiated Instruction: Maximizing the Learning of All Students: This module discusses the importance of differentiating three aspects of instruction: content, process (instructional methods), and product (assessment). It also explores the student traits—readiness level, interest, and learning profile—that influence learning. http://iris.peabody.vanderbilt.edu/module/di/#content	
4	Jan. 30	Effective Instructional Models Direct Instruction Strategy Instruction *In Class Activity: Adapted lesson plan peer review*	1. Text Chapter 4

5	Feb. 6	Effective Teaching Behaviors Study and Organizational Skills *In Class Activity: Adapted lesson plan peer review*	1. Text Chapter 5 2. Boyle (2010) 3. ***Bring draft lesson plan for peer review***
6	Feb. 13	Supporting Writing and Spelling Instructional Technology & CAPS *In Class Activity: Lesson plan peer review*	1. Text p. 358-394 (skim assessment sections) 2. Mason, Harris, & Graham (2011) 3. ***Bring draft lesson plan for peer review*** **DUE: Secondary Issues Resource Guide**
7	Feb. 20	Supporting Mathematics IRIS Module: High-Quality Mathematics Instruction: What Teachers Should Know *In Class Activity: Assessment peer review*	1. Text Chapter 6 2. ***Bring unit assessments for peer review***
8	Feb. 27	Supporting Content Area Instruction *In Class Activity: Unit Plan peer review*	1. Text Chapter 9 2. Bulgren (2006) 3. ***Bring your draft unit plan for peer review***
9	Mar 6	Supporting Comprehension and Vocabulary IRIS Module: Secondary Reading Instruction: Teaching Vocabulary and Comprehension in the Content Areas	1. Text p. 321-338 2. Scruggs, Mastropieri, Berkeley, & Marshak (2010) **DUE: Secondary Unit Plan**
10	Mar. 13	**Group Presentations** Course Evaluations	**Group Presentations**

Appendix
NCATE/TaskStream Rubric

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
Description of Target Classroom **CEC/IGC Standard 3**	Candidate provides an incomplete description of the target classroom situation including a description of the learners with mild-moderate exceptional learning needs (impact of learners' academic and social abilities, attitudes, interests, and values may have on instruction), grade level, and content of lessons. Candidate fails to provide a clear explanation of the characteristics of the learners, levels of support needed, and how these needs affect instructional planning. These limited explanations do not provide a clear and comprehensive picture of the environment and learners nor the impact these issues have on instructional planning.	Candidate provides a clear description of the target classroom situation including a description of the learners with mild-moderate exceptional learning needs (impact of learners' academic and social abilities, attitudes, interests, and values may have on instruction), grade level, and content of lessons. Candidate includes a clear explanation of the characteristics of the learners, levels of support needed, and how these needs affect instructional planning.	Candidate provides a clear description of the target classroom situation including a description of the learners with mild-moderate exceptional learning needs (impact of learners' academic and social abilities, attitudes, interests, and values may have on instruction), grade level, and content of lessons. Candidate includes a clear explanation of the characteristics of the learners, levels of support needed, and how these needs affect instructional planning. Candidate details the impact disabilities may have on auditory and information processing skills and describes how these issues impact instructional planning.
Development of Unit Planning Visual Organizer **CEC/IGC Standard 7**	Candidate develops a unit planning visual organizer which fails to make explicit connections between prior knowledge and future learning, make connections between	Candidate develops a unit planning visual organizer which makes explicit connections between prior knowledge and future learning, makes connections between	Candidate develops a unit planning visual organizer which makes explicit connections between prior knowledge and future learning, makes connections between

	Does Not Meet **Expectations** **1**	**Meets** **Expectations** **2**	**Exceeds** **Expectations** **3**
	essential concepts, identify, prioritize and sequence key concepts from the unit, or identifiy questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.	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.	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 incorporates and implements instructional technology into the educational program.
Adaptation of Lesson Plan: **CEC/IGC Standards 3, 4, 6, 7**	Candidate fails to identify essential concepts, vocabulary, and content across the general curriculum. Candidate fails to select and adapt instructional strategies and materials in a manner appropriate to the impact of learners' academic and social abilities, attitudes, interests, and values on instruction. Candidate fails to adapt lesson plans to include research supported teaching methods metacognitive strategies. Candidate fails to include specific adaptations that focus on teaching essential	Candidate identifies essential concepts, vocabulary, and content across the general curriculum. Candidate selects and adapts instructional strategies and materials according to the impact of learners' academic and social abilities, attitudes, interests, and values on instruction. Candidate adapts lesson plans to include research supported teaching methods metacognitive strategies. Candidate includes specific adaptations that focus on teaching essential	Candidate identifies essential concepts, vocabulary, and content across the general curriculum. Candidate selects and adapts instructional strategies and materials according to the impact of learners' academic and social abilities, attitudes, interests, and values on instruction. Candidate adapts lesson plans to include research supported teaching methods metacognitive strategies. Candidate includes specific adaptations that focus on teaching essential

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
	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 mild to moderate exceptional learning needs.	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 mild to moderate exceptional learning needs.	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 mild to moderate exceptional learning needs. Candidate integrates task analysis and instructional and/or assistive technology into the lesson plans as appropriate. Candidate includes a rationale for the changes made/selection of adaptations.
Lesson Plan Development **CEC/IGC Standard 3, 4, 7**	Candidate prepares incomplete lesson plans that fail to utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills across environments and settings. Candidate fails to focus lesson plans on teaching essential	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 across environments and settings. Candidate focuses lesson plans on teaching essential	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 across environments and settings. Candidate focuses lesson plans on teaching essential

	Does Not Meet Expectations 1	**Meets Expectations 2**	**Exceeds Expectations 3**
	concepts, vocabulary, and content across the general curriculum, include age and ability appropriate instruction or use specialized instructional strategies appropriate to the abilities and needs of the learners with mild to moderate exceptional learning needs.	concepts, vocabulary, and content across the general curriculum, includes age and ability appropriate instruction and uses specialized instructional strategies appropriate to the abilities and needs of the learners with mild to moderate exceptional learning needs.	concepts, vocabulary, and content across the general curriculum, includes age and ability appropriate instruction and uses specialized instructional strategies appropriate to the abilities and needs of the learners with mild to moderate exceptional learning needs. Candidate integrates task analysis and instructional and assistive technology into the lesson plans as appropriate and includes clear plans for connecting the concepts from one lesson to the next.
Assessments **CEC/IGC Standard 4**	Candidate fails to develop two different assessments which require different types of responses from one another or effectively evaluate students' learning of the stated objectives and core content of the unit.	Candidate develops two different assessments which require different types of responses from one another and effectively evaluate students' learning of the stated objectives and core content of the unit.	Candidate develops two different assessments which require different types of responses from one another, effectively evaluate students' learning of the stated objectives and core content of the unit, and provide guidance for future instruction.
Alignment with CEC Standard	Candidate fails to discuss, orally or in writing, the connection between the content of this assignment	Candidate discusses, orally or in writing, the connection between the content of this assignment	Candidate discusses, orally or in writing, in an extensive and thoughtful manner, the connection

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
	and CEC Standards 3,4,6, and 7.	and CEC Standards 3,4,6 and 7.	between the content of this assignment and CEC Standards 3, 4, 6 and 7.