



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

Spring 2015

EDSE 629 690: Secondary Curriculum and Strategies for Students with
Disabilities who Access the General Curriculum
CRN: 18199, 3 - Credits

Instructor: Dr. Katherine Bradley-Black	Meeting Dates: 1/15/2015 - 3/12/2015
Phone: 703.244.7742 (cell)	Meeting Day(s): Thursdays
E-Mail: kblack4@gmu.edu	Meeting Time(s): 4:15 pm-8:45 pm
Office Hours: by appointments	Meeting Location: Off-campus

***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. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): 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 disabilities. (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 (2009). *Publication manual of the APA (6th ed.)*. Washington, DC: Author. ISBN: 1-4338-0562-6; ISBN 13: 978-1-4338-0562-2

Required Resources

Type Here

Additional Readings

As assigned throughout the course. Additional reading assigned in class schedule, page 10, will be located in the blackboard folder for the date the reading is due.

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 RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-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 and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session.

Late Work.

Points will be deducted for assignments not submitted on time (the beginning of the class meeting time). Generally, points equal to half of a letter grade are deducted for each class session past due.

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

95-100% = A

90-94% = A-

84-89% = B

83-79% = C

< 79% = F

Assignments

Performance-based Assessment (TaskStream submission required).

*****Assignment 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.

Part A: Introduction

Your paper should begin with a 2-3 page overview of the key components of your unit. Your introduction should include:

1. A description of the unit's key concepts (description of the chosen standard) and the standard's connection to the overall academic content.
2. A description of how instruction will be differentiated.
3. A description of how learners' special needs will be addressed (e.g. instructional. Environmental accommodations/modifications).
4. Correct spelling/grammar/APA style.

Part B: 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 C: 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:

- a. Makes explicit connections between prior knowledge and future knowledge (sections 1-4),
- b. Identifies linkages between the essential concepts of the unit (section 5 and page 2),
- c. Demonstrates your ability to prioritize key concepts from the unit (section 5 and page 2),

- d. Provides a schedule of when and in what order the essential concepts will be taught (section 8),
- e. Determines the types of relationships that will be used to link concepts within the unit (section 6; cause/effect, compare/contrast, characteristics, etc.), and
- f. 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 D: Adaptation of a Lesson Plan

Using a lesson plan provided by the VA Department of Education (VDOE) website for your chosen standard,

1. Identify the essential concepts, vocabulary, and skills included in the lesson.
2. Describe areas of difficulty within the lesson for students with disabilities, providing support for your assertions.
3. Rewrite the lesson using evidence-based practices described in your text or in class to address the difficulties identified in Item 2.
4. In a brief narrative, provide a rationale for each evidence-based practice you include.
- 5.

Part E: 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. address the abilities and needs of the learners with mild to moderate exceptional learning needs,
 - b. individualize instruction to meet these needs,
 - c. emphasize the development, maintenance, and generalization of knowledge and skills across environments,
 - d. are age and ability appropriate, and
 - e. 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:

- a. Your choice of lesson objective,
- b. How the teaching method and strategies you chose meet the needs of the students with disabilities and are evidence-based,

- c. The use of assistive technology (as appropriate), and
- d. How the lesson links to the next lesson/concept.

Part F: 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.

In a narrative accompanying the assessments, describe how they:

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

Performance-based Common Assignments (No TaskStream submission required).

Other Assignments.

*****Assignment 2: Secondary Issues Presentation (30 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 (e.g. dropping out of school, substance abuse, lack of self-advocacy, depression, gang membership, bullying, block scheduling, case management, etc.) will identify the issue, explore causes and effects, and identify potential solutions for the literature. Students must use data-based and peer reviewed sources to create the presentation, and include the components detailed in the rubric provided.

*****Assignment 3: Research Review (30 points)**

Each student will locate and analyze 5 articles from peer-reviewed special education journals that summarize research on a given facet of **secondary** instruction for students with disabilities who access the general curriculum.

Select 5 *research articles from professional journals*.

- The focus of the articles must pertain to an secondary level research-based strategy(ies) for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities (ED, LD, and/or, ID)

or

- The focus must be on cognitive strategies in self-regulation, metacognition, study skills, attention, memory, or motivation for individuals with mild disabilities of secondary age.

Prepare an **introduction** to the topic and a needs statement (why is this important to students with disabilities?), a written **summary of each research article**, including the complete citation, with a special emphasis on the *participants, strategies, materials, and findings*. Do not simply copy the abstracts, but write in your own words what was undertaken in the study and the results. Finally, write a **conclusion** of the summaries **as a whole**, and what the **implications for practice** are for the secondary special education teacher—in other words, based on your research review, what should the secondary special education teacher implement in the classroom for students with mild disabilities? Be sure to use APA style and include a reference section.

Summary of assignments

Assignment	Points		Due Date
Unit Plan	40	Individual	Feb. 19
Secondary Issues Presentation	30	Group	March 12
Research Review	30	Individual	Jan. 29
Blackboard Discussions	15	Individual	throughout
Attendance	15	Individual	All classes
Total Points: 130			

Schedule

Class	Date	Topic and/or activities	Assignments Due
1	1/15	View Frontline video “Inside the Teenage Brain” https://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/view/ Complete IRIS Center Module, “Content Standards: Connecting Standards-Based Curriculum to Instructional Planning.”	See appendix D
2	1/22	Review syllabus Planning Instruction <ul style="list-style-type: none"> • Understanding school context and student diversity • Using specific planning methods • Organizing the learning environment 	Read Miller Chapters 1 - 3
3	1/29	Delivering Instruction <ul style="list-style-type: none"> • Selecting Instructional Models • Using effective teaching behaviors IRIS Module: Proving Instructional Supports: Facilitating Mastery of New Skills	Read Miller Chapters 4 -5 Read Boyle (2010) & Boyle (2012) Assignment 2 DUE
4	2/5	Facilitating Various Instructional Arrangements <ul style="list-style-type: none"> • Peer tutoring • Collaborative learning arrangements 	Read Miller Chapter 9 Read McDuffie, et al. (2009), Scruggs, et al. (2012), Stenhoff (2007)
5	2/12	Modifying Curriculum and Instruction <ul style="list-style-type: none"> • Modifications • Accommodations • Adaptations 	Read Miller Chapter 10 Read Ives (2007); Bulgren (2006)
6	2/19	Teaching Reading IRIS Module: Secondary Reading Instruction: Teaching Vocabulary and Comprehension in the Content Areas	Read Miller Chapter 7 Read Mason, et al. (2011) Assignment 1 DUE
7	2/26	Teaching Writing & Spelling	Read Miller Chapter 8 Read Harris & Graham (2013)

8	3/5	Evidence-Based Practices	Complete IRIS Modules EBP 1,2 & 3
9	3/12	Secondary Issues Group Presentations	Group presentations Assignment 2 DUE

Appendix A

Grading Rubric

***Assignment 1: Secondary Curriculum Unit Plan (40 points)

	Element	Points	Comments
A	Introduction/Summary	/4	
B	Curriculum Analysis	/5	
C	Development of Unit Planning Visual Organizer	/10	
D	Adaptation of a Lesson Plan	/7	
E	Lesson Plan Development	/7	
F	Assessments	/7	
	Total Points Earned	/40	

Appendix B

Grading Rubric

***Assignment 2: Secondary Issues Presentation (30 points)

Element	Points	Comments
Introduction	/5	
Causes	/5	
Relevance for teachers	/5	
Recommended interventions	/5	
Relative Research	/5	
Resources	/3	
Presentation	/2	
Total Points	/30	

Appendix C

Scoring Rubric

*****Assignment 3: Research Review (30 points)**

Element	Points	Comments
Introduction	/5	
Citations	/5	
Thorough Summaries	/5	
Conclusions	/5	
Implications for teachers	/5	
APA Style	/5	
Total Points	/30	

Appendix D

Class 1 Assignment

The listed activities must be completed by 7:20 p.m. on January 15, 2014. Completion of this assignment will earn you points toward attendance and the blackboard assignments.

Activity I

- 1. View all six (6) video units for “Inside the Teenage Brain.”**
 - a. Access the videos from the site below:**
<https://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/view/>
- 2. When you have completed the videos, you must respond to the two questions I have posted on the message board on the blackboard site for the class.**
- 3. Where indicated, post one question or comment about the videos.**
- 4. Respond to two (2) questions or comments posed by one of your classmates.**

Activity II

- 1. Complete the IRIS Center module titled, “Content Standards: Connecting Standards-Based Curriculum to Instructional Planning.”**
- 2. When you have completed the video, respond to the two questions I have posted on the message board.**
- 3. Respond to two (2) questions or comments posed by one of your classmates.**