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

Summer 2021
EDSE 629 661: Secondary Curriculum and Strategies for Students with Disabilities who Access the General Curriculum
CRN: 44110, 3 – Credits

Instructor: Dr. William Gulgert	**Meeting Dates: 5/19/21 – 7/21/21**
Phone: 703-980-4026	**Meeting Day(s): Wednesday**
E-Mail: wgulgert@gmu.edu	**Meeting Time(s): 4:30 pm – 9 pm**
Office Hours: upon request	**Meeting Location: N/A; Online**
Office Location: Online	**Other Phone: NA**

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

Prerequisite(s):
None

Co-requisite(s):
None

Course Description
Applies research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum.

Covid Syllabus Addendum (please click to view the link)

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Are you familiar with Mason career resources? Email speced@gmu.edu to be added to the Special Education employment listserv, and check out Career Services: https://careers.gmu.edu/.

Course Delivery Method
Hybrid
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 1.11.21

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
> To participate in this course, students will need to satisfy the following technical requirements:
>
> - High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: **Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)**
>
>   To get a list of supported operation systems on different devices see: **Tested devices and operating systems (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)**
>
> - Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
> - Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
> - The following software plug-ins for PCs and Macs, respectively, are available for free download:

- o **[Adobe Acrobat Reader](https://get.adobe.com/reader/)** (**https://get.adobe.com/reader/)**
- o **[Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)** (**https://support.microsoft.com/en-us/help/14209/get-windows-media-player)**
- o **[Apple Quick Time Player](www.apple.com/quicktime/download/)** (**www.apple.com/quicktime/download/)**

Expectations

- Course Week:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 1 time per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with

classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:
1. Demonstrate knowledge of the federal and state laws that require and provide for instructional services for students with disabilities.
2. Demonstrate the ability to develop a comprehensive unit that includes instructional strategies and adaptations for students with disabilities at the secondary level.
3. Identify and infuse into the curriculum differentiation strategies for successfully including students with disabilities at the secondary level in both regular (math, science, social studies, English, etc.) and special education classroom environments.
4. Demonstrate the ability to assess, plan for, and address the content area literacy needs of students with disabilities who are accessing the general curriculum.
5. Describe components of Individual Education Plans that successfully address the needs of secondary students with disabilities.
6. Identify research efforts, organizations, services, networks, and the variety of state and local resources aimed at dropout prevention and improving the outcomes of secondary students with disabilities.

Professional Standards

 (Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

This course contains at least on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to secondary curriculum learning strategies and content area planning. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

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

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA.

For EDSE 629, the required PBA is Secondary Curriculum Unit Plan. Please check to verify your ability to upload items to VIA before the PBA due date.

  Assignments and/or Examinations
   Performance-based Assessment
   (VIA submission required)

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA.

For EDSE 629, the required PBA is Secondary Curriculum Unit Plan. Please check to verify your ability to upload items to VIA before the PBA due date.

  Assignments and/or Examinations
   Performance-based Assessment (Tk20 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 one 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.

Groups: You will complete this assignment in small groups. Groups should consist of four or fewer people. The groups will work together and submit one complete unit plan with each group member's name on it. The group will work together to adapt 1 lesson plan and then create 2 additional, original 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 for the Unit Plan assignment. 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.

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.

NOTE: Each Unit Plan must contain the following six components. Label each section and subsection clearly:

Part I: Target Classroom

Your paper will begin with a 2-3-page overview of the target classroom and the types of learners in this class.

1. Provide 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) and grade level. This will include an explanation of the characteristics of the learners, and similarities/differences of and among individuals with and without exceptional learning needs. Also describe the number of total students, number of instructors and paraprofessionals, and the length of each class (NOTE: You have the option of describing your own secondary classroom or creating a realistic inclusive "class" of

learners with mild to moderate exceptional learning needs who access the general education curriculum. Your "class" should also include students with cultural and linguistic differences).

2. Description of how you will differentiate your instruction
3. Description of how learners' special needs will be addressed.

Part II: Curriculum Analysis

Choose a state or Common Core standard (or component of a standard) from a specific content area in any grade level 6-12. In a 3 page narrative (double spaced), identify the standard(s) 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(s). Explain why this/these standard(s) are appropriate for the target audience described in Part I. Your analysis in this section will guide your unit and lesson planning.

Part III: Development of Unit Planning Visual Organizer

Using your analysis of the standard(s) in Part II, identify concepts, vocabulary, and skills that fit together and can be taught in a cohesive unit. With these, create a Unit Planning Visual Organizer (document posted on BB) that:

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

NOTE: Your Unit Organizer must be typed. Hand written documents will not be accepted.

Part IV: Adaptation of a Lesson Plan

You will be given comprehensive lesson plans for 3 block-scheduled days of the unit. Your task is to take *ONE* of these lessons and adapt it to make it more accessible for the class of learners that you described.

1. Identify the essential concepts, vocabulary, and skills included in the lesson.
2. Describe areas of difficulty within the lesson for students with disabilities, providing support for your assertions.

3. Rewrite the lesson using evidence-based practices described in your text or in class to address the difficulties faced by your students identified in Part I. Please highlight modifications and explain them as necessary.
   a. Specific options for differentiating this lesson include: technology, multisensory, community connections, small group learning, vocabulary, and student organization of content. ⌞SEP⌟
   b. Specific ways in which the lesson objectives are scaffolded include: content scaffolds, task scaffolds (direct instruction of evidence-based strategies), materials scaffolds, and response scaffolds.
4. In a 2-page narrative (double spaced), provide a rationale for each evidence-based practice you include. ⌞SEP⌟

NOTE: Submit the original lesson plan and your adapted lesson plan (in this order). Label each clearly.

Part V: Lesson Plan Development

1. Write TWO new comprehensive lesson plans, focused on your selected state standard that address essential concepts and 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.

2. Both of these lesson plans must incorporate explicit instruction with additional evidence-based teaching methods and strategies from the course that: ⌞SEP⌟

   a. Include 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
   f. Are linked to the lesson objective

3. Include a copy of any materials necessary to teach the lesson (i.e., PowerPoint slides, graphic organizers, checklists).

4. In a 2-page narrative (double spaced) accompanying each lesson plan, provide a rationale for:
   a. Your choice of lesson objective ⌞SEP⌟
   b. How the teaching method and strategies you chose meet the needs of the students with disabilities and are evidence-based ⌞SEP⌟
   c. The use of assistive technology (as appropriate) ⌞SEP⌟

> d. How the lesson links to the next lesson/concept ⌞SEP⌟

Part VI: Assessments

Create TWO different assessments for your unit. Provide a description of the assessment and sample items. Identify where in the scope and sequence of your instruction each assessment occurs.

1. **One assessment must be formative**
   a. **Measurement is repeated more than once** ⌞SEP⌟
   b. **Measurement assesses knowledge of objective**
   c. **Measurement requires variety of formats (over time)** ⌞SEP⌟

2. **One assessment must be summative** ⌞SEP⌟
   a. **Measurement assesses unit questions (from Organizer)** ⌞SEP⌟
   b. **Measurement provides a variety of modes of response** ⌞SEP⌟

3. **In a 1-page narrative (double spaced) accompanying each assessment, describe how they:**
   a. **Require different types of responses,**
   b. **Evaluate the students' learning of the stated objectives and core content of the** ⌞SEP⌟**unit, and** ⌞SEP⌟
   c. **Guide future instruction.** ⌞SEP⌟

   College Wide Common Assessment (TK20 submission required)N/A

   Performance-based Common Assignments (No Tk20 submission required)

   N/A

Other Assignments

   **College Wide Common Assessment
   (VIA submission required)**
   This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

   NA

   Other Assignments
Assignment 2: Secondary Issues Presentation (20 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. With your topic (dropping out, substance abuse, need for self-advocacy, depression, gang membership, bullying, block scheduling, case management, etc.), you 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 components detailed in the rubric below.

NOTE: Each presentation should be approximately 40 minutes in length, although the exact time will be determined once we have completed the signup process. All members of each group are expected to contribute in the preparation and presentation of material.

Each presentation should include:

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.

Treatments/Interventions: Include a clear description of what has been found to work to alleviate this issue or intervene.

Resources: Presenters will describe 3-5 resources that teachers can use to address the issue. Include the source location of each resource (i.e., article citation, website).

Research: Presentation information should be based on the content of a minimum of 3 peer- review journal articles published from 2010-present.

Quality of Presentation: Information presented is based on research and evidence-based practices. Handouts and PowerPoint slides 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.

NOTE: The highest graded presentations are generally ones where the audience is engaged in critical thinking, discussion, and debate. Think-pair-shares, reflections, activities, and games can be useful in this endeavor. Multi media is also encouraged, although groups are strongly cautioned not to rely heavily on lengthy videos.

Assignment 3: Instructional Strategy Video (20 points)

Imagine you are making a video to send to your school administrator suggesting a strategy as an intervention to be employed in an IEP. In such a situation, one has little time and must make the case for their intervention in such a way that it is clear why this strategy is a good idea, the outcome that is to be expected, and the resources (time, instruction, and materials) needed.

Each student will select a research-validated strategy and create a 10-minute video demonstrating the use of this strategy with a "student." For the purposes of this assignment, your "student" can be a friend, spouse, coworker, etc. This video will be posted on Blackboard for all students to access and may be shown in class (time permitting).

Your video must include:

1. The name of the strategy
2. The purpose of the strategy
3. Descriptions and demonstration of any special materials required of the strategy (you should show these materials)
4. A demonstration of you using the strategy– this can be done with a student or an adult (make sure you have permission)
5. An explanation of when this strategy would be most effectively used (subject area, grade level, topic, etc.)
6. Explanation of how the strategy would be modified over time (Is it used in the same way each day or does it evolve based on student response?)
7. Provide an estimate of the intensity of instruction required to make the strategy effective
8. Describe the types of formal and informal assessments that can be used with your strategy (complete each assessment with your student).
9. Self-reflection: Discuss how you felt the demonstration went. What did you do well? What could have improved? What obstacles did your student face? What changes/modifications may this individual need moving forward?

NOTE: Remember that all content in this presentation, including how you would use the strategy, should be focused on secondary learners (grades 6 and above). Support in posting your video to Blackboard can be found at:
http://coursessupport.gmu.edu/Students/index.cfm?audiencename=Students&categoryname=Kaltura&datname=Submitting%20Video%20to%20a%20Course

Assignment 4: Blackboard Quiz (10 points)

After reading Chapters 1-3, 6, and 7 of Archer and Hughes (2011) and two additional readings provided in class, you take a quiz on Blackboard that will assess your understanding of the content covered.

Assignment 5: Attendance and Participation (10 points)

Participation includes the asking of questions and participation in interactive discussion. Students are to complete the required readings and assignments prior to the relevant class meetings. Reading checks may be given during any class session to assess your preparation for that day's discussion. Be aware that any points earned through classroom 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:

1. Attending class and being psychologically available to learn ⌊SEP⌋
2. Completing and handing in all class assignments
3. Participating in class discussions/activities ⌊SEP⌋
4. Thoughtfully contributing to class discussions ⌊SEP⌋
5. Listening to the ideas of other peers ⌊SEP⌋
6. Demonstrating an enthusiasm for learning. ⌊SEP⌋

Participation 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. Points are also deducted for a lack of digital etiquette during class sessions.

NOTE: 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 Assignments

	Assignment	Individual	Small Group	Total Points
1	Unit Plan		X	40
2	Secondary Issues Presentation		X	20
3	Instructional Strategy Video	X		20
4	Blackboard Quiz	X		10
5	Attendance, Participation, and Reading Checks	X		10
Total Points: 100				

Course Policies and Expectations
Attendance/Participation

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 many of the activities in class are

planned in such a way that they cannot necessarily be recreated outside of the class session. 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. **One absence will result in 0 points deducted from your overall grade. Two absences will result in a loss of 11 points. Three or more absences will result in a loss of 21 points. Repeated tardiness and/or leaving early will result in a loss of 3 points per incidence. If you have perfect attendance throughout the semester, you will receive 1 extra credit point.** Please notify me *in advance* by email if you will not be able to attend class.

Note: It is impossible to participate fully in this class while texting, tweeting, working on documents, etc. Please be *fully* present in class.

Participation.
You are expected to be present, prepared, and exhibit professional dispositions for each class session. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. Points missed due to absences during class activities cannot be made up.

Quality participation includes:

> **(a) Arriving on time, including back from break(s), ˥˥˥SEP˥**
> **(b) Staying in the classroom/activity area for the duration of the class time,**
> > (c) Participating in all class activities (face-to-face and outside of class, including by electronic means) ˥˥˥SEP˥
> > (d) Having on hand all materials required for the class session as per course assignments and the syllabus˥˥˥SEP˥
> **Grading Scale**

95-100% = A
90-94% = A-
80-89% = B
70-79% = C
< 70% = F

*Note: The George Mason University Honor Code will be strictly enforced. See **Academic Integrity Site (https://oai.gmu.edu/)** and **Honor Code and System** (**https://catalog.gmu.edu/policies/honor-code-system/**). Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See **Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/)**. Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

Class Schedule
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Agenda	Readings to be done in advance of this class	Assignments Due on Blackboard by 4:30pm on this date
1 **5.19**	• **Syllabus and Course Expectations** • **Nature of Adolescent Learners** • **Watch Frontline video: "Inside the Teenage Brain" https://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/view/**		
2 **5.26**	• **Lesson and Unit Planning for Secondary Classrooms** • **In class activity: "What Makes a Good High School" by Brigham, Morocco, Clay, & Zigmond: Read and discuss** • **In class activity: Content Unit Discussion. Select small group, SOL and VDOE Lesson Plan to work with.**	**Archer and Hughes (2011): Ch. 1-3**	

3 6.2	• **Supporting Vocabulary and Reading Comprehension** • **Collaborative Strategic Reading** **In Class Activity: Development of Adapted Lesson Plan**	"Don't water down! Enhance! Content learning through the unit organizer routine" by Boudah et al. (2000).[1][SEP]	
4 6.9	• **Supporting Written Language** • **Supporting Note Taking** • **In Class Activity: Development of Original Lesson Plans**	"Self-regulated strategy development for students with writing difficulties" by Mason, Harris, & Graham (2011).	**Blackboard Quiz**
5 6.16	• **Work Session**		
6 6.23	• **Delivering Instruction: Eliciting Responses**	**Archer and Hughes (2011): Ch. 6-7**	**Instructional Strategy Video**
7 6.30	• **Critical delivery skills** • **Monitoring student behavior** • **Immediate affirmative and corrective feedback** • **Developing lessons at a brisk pace** • **Supporting Memory and Organization** • **Study Skills**	"Peer-mediated instruction in inclusive secondary social studies learning: Direct and indirect learning effects" by Scruggs, Mastriopieri and Marshak (2011).	
July 4th week	• **No class/work**		
9 7.14	• **Teaching Mathematics** • **IRIS Module: High-Quality Mathematics Instruction: What Teachers Should Know** • **In Class Activity: Assessment Development**	**Review Archer and Hughes (2011) Chapter 2 and Application 2.3 (pg. 41)**	**Unit Plan**
10 7.21	• **Supporting Content Area Instruction** • **In Class Activity: Putting It All Together**	"Science education and students with learning disabilities" by Brigham,	**Group Presentations; Extra Credit**

	• **Group Presentations Course Evaluations**	**Scruggs and Mastriopieri (2011).**	
	•		

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See **Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/)**.

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

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See **Disability Services (https://ds.gmu.edu/)**.

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone

confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the **Title IX Coordinator** (**titleix@gmu.edu)**.

- **For information on student support resources on campus, see Student Support Resources on Campus (https://ctfe.gmu.edu/teaching/student-support-resources-on-campus)**.

- For additional information on the College of Education and Human Development, please visit our website College of Education and Human Development (http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)

Lesson Planning Assessment

Scoring Guidelines

4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

3-Meets Standard: This is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

2-Approaching Standard: Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.

1-Does not meet standard: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1: CLASSROOM CONTEXT				
The candidate identifies individual and group prerequisites in order to design instruction to meet learners' needs in the following areas of development (Cognitive, linguistic, social, emotional, and physical).	The candidate does not design instruction to meet learners' needs in each area of development.	The candidate identifies individual or group prerequisites to design instruction that meet learner needs in some areas of development.	The candidate identifies individual and group prerequisites to design instruction that meet learner needs in each area of development.	The candidate identifies specific individual and group prerequisites to design effective instruction to meet learner needs in each area of development. The candidate includes strategies to address these

				prerequisites within the lesson, as well as anticipated learner responses to these strategies.
InTASC 1 *VDOE 1* **Diversity**				
Section 2: PLANNING FOR INSTRUCTION				
The candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners. *InTASC 7* *VDOE 2*	The candidate does not identify performance-based objectives and appropriate curriculum goals/outcomes that are relevant to learners.	The candidate identifies objectives and appropriate curriculum goals/outcomes but they are not appropriate for the subject, grade level, or the learners.	The candidate identifies performance-based objectives and appropriate curriculum goals/outcomes which are appropriate for the subject, grade level, or the learners.	The candidate identifies well-developed, performance-based objectives, curriculum goals/outcomes that are appropriate for subject and/or grade level and learners ; correctly formulated; and address multiple areas of relevance to the learners.
The candidate identifies national/state/ local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners. *InTASC 7* *VDOE 2* **Diversity**	The candidate does not identify national/state/local standards that align with the objectives/goals/ outcomes or the standards are not appropriate for curriculum goals or are not relevant to learners.	The candidate identifies national/state/ local standards but the standards are not aligned with the objectives/goals/ outcomes and/or marginally relevant to learners.	The candidate identifies national/state/ local standards that are aligned with the objectives/goals/ outcomes and relevant to learners.	The candidate identifies national/state/ local standards that are clearly aligned with the objectives/goals/ outcomes and relevant to learners. The candidate provides a statement of rationale for the alignment of these goals with the learning objective.
The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. *InTASC 4* *VDOE 1*	Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited	Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of	Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they

Diversity		repertoire of instructional strategies.	instructional strategies.	value the importance of the content.
The candidate organizes and creates face-to-face and virtual environments that support individual and collaborative learning. *InTASC 3 VDOE 5* **Technology**	**There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.**	**Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.**	**The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.**	**The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners. Structures are incorporated that enable learners to guide their own learning experiences.**
The candidate seeks appropriate ways to employ technology to engage learners and to assess and address learner needs. *InTASC 6 VDOE 4* **Technology** **Diversity**	**The candidate does not identify appropriate technology to engage learners even though it was available.**	**The candidate identifies technology to engage learners though the technology would be ineffective to teach the content and address learner needs.**	**The candidate identifies appropriate technology to engage learners more fully, assess, and address learner needs.**	**The candidate identifies effective and appropriate technology to engage learners more fully, assess, and creatively meet learning needs.**
The candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts. *InTASC 5 VDOE 2* **Technology**	**The candidate's plans do not provide evidence of opportunities for learners' use of appropriate tools or technology resources to maximize content learning in varied contexts.**	**The candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources but are ineffective to maximize content learning in varied contexts.**	**The candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources that are effective to maximize content learning in varied contexts.**	**The candidate's plans provide substantial evidence of multiple opportunities for learners' use of appropriate tools and resources that are creative and effective to maximize content learning in varied contexts.**

College-and-Career-Ready				
The candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. *InTASC 7* *VDOE 2*	The candidate's lesson plan does not provide evidence of differentiating instruction for individuals and groups of learners. .	The candidate's lesson plan provides evidence of an effort to meet learning goals, and attempts to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of successfully meeting learning goals for each learner, and successfully instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of successfully meeting each learning goal for each learner, and successfully differentiates instruction for individuals and groups of learners. Reflection on why this differentiation was successful is included.
The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. *InTASC 7* *VDOE 2*	The candidate does not plan instruction based on pre-assessment data, prior learning knowledge, or skills.	The candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills but it was not effective.	The candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills. Pre-assessment strategies/methods are appropriate and effectively assess learners' prior knowledge.	The candidate plans instruction based on pre-assessment strategies/methods that are creative and effective ways to assess learner prior knowledge and skills and to guide instruction.
Section 3: INSTRUCTION				
The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. *InTASC 7* *VDOE 2*	The candidate does not plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies are not stated.	The candidate plans for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are not stated and/or not appropriate or effective for the lesson.	The candidate plans for appropriate sequencing and pacing of learning experiences. All tasks, methods, and strategies are stated and/or are appropriate and effective for the lesson.	The candidate plans for appropriate sequencing and pacing of learning experiences. Instructional tasks, methods, and strategies include a variety of creative, active learning, instructional strategies that address learner differences to maximize learning.

The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways. *InTASC 8 VDOE 3*	The instructional strategies used by the candidate do not encourage an understanding of content .	The candidate uses a limited instructional strategies to encourage learners to develop an understanding of the content.	The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.	The candidate uses pedagogical content knowledge to use a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply knowledge that in authentic ways.
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. *InTASC 6 VDOE 4*	The candidate does not use assessment as closure to check for comprehension and learner knowledge and skills.	The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension however, they are inappropriate and/or ineffective (or misaligned).	The candidate uses appropriate assessment strategies as closure to allow learners to demonstrate knowledge and skills to check for understanding.	The candidate uses creative, appropriate assessments throughout the lesson to allow learners to demonstrate knowledge and skills to check for comprehension.
The candidate designs assessments that match learning objectives with assessment methods. *InTASC 6 VDOE 4*	The candidate's lesson design does not include post-assessment strategies or methods.	The candidate's lesson design includes post-assessment strategies or methods but the strategies/methods were not effective.	The candidate's lesson design includes post-assessments that are appropriate to effectively assess learning.	The candidate's ongoing assessments and post-assessment matches learning objectives and includes creative strategies to effectively assess learning and check comprehension throughout the lesson.
Section 4: REFLECTION: IMPACT ON LEARNING				
The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.	The candidate's reflection does not demonstrate the use of self-assessment or problem-solving strategies to analyze and reflect on his/her practice.	The candidate's reflection demonstrates the use of self-assessment and/or problem-solving strategies to analyze and reflect on his/her practice but does not plan for adaptations/adjustments.	The candidate 's reflection demonstrates a variety of self-assessment and problem-solving strategies to analyze and reflects on his/her practice and to plan for adaptations/adjustments.	The candidate's reflection demonstrates the application of a variety of appropriate self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to effectively plan for

InTASC 9 VDOE 6				adaptations/adjustm ents.

Assessment #1: Secondary Curriculum Unit Plan

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3

Curriculum Analysis CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	• Candidate does not clearly identify a secondary grade level, content area, AND/OR one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning).
	• Candidate does not clearly identify and describe ANY of the following related to the standard:
	   o Critical concepts,
	   o Critical vocabulary, or
	   o Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)
	   Required for a student to meet the standard.
	• Candidate identifies and/or describes critical concepts, critical vocabulary, or skills that are irrelevant to the identified standard.
		• Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning).
		• Candidate clearly identifies, describes, and prioritizes the relevant:
		   o Critical concepts,
		   o Critical vocabulary, and
		   o Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)
		Required for a student to meet the standard.
			• Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or general curriculum (i.e., Virginia Standards of Learning).
			• Candidate clearly identifies, describes, and prioritizes the relevant:
			   o Critical concepts,
			   o Critical vocabulary, and
			   o Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)
			Required for a student to meet the standard.
			• Candidate provides further evidence of task analysis of the standard by:
			   o Identifying priorities or sequencing of the critical content,
			   o Identifying ways to organize the critical content, OR
			   o Identifying sources of specialized materials, curriculum, or resources related to the critical content.

Development of Unit Planning Visual Organizer CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to	• Candidate develops a unit planning visual organizer which omits any of the following:
	   o make explicit connections between prior knowledge and future learning (scope and sequence);
	   o make connections between essential concepts;
		• Candidate develops a unit planning visual organizer which:
		   o makes explicit connections between prior knowledge and future learning (scope and sequence),
		   o makes connections between essential concepts,
			• Candidate develops a unit planning visual organizer which:
			   o makes explicit connections between prior knowledge and future learning (scope and sequence),
			   o makes connections between essential concepts,

individualize learning for individuals with exceptionalities.	o identify, prioritize and sequence key concepts from the unit; and o identify questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.	o identifies, prioritizes and sequences key concepts from the unit, and o identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.	o identifies, prioritizes and sequences key concepts from the unit, and o identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts. • **Candidate explicitly connects organizer components to state standards or provides for enrichment.**
Adaptation of Lesson Plan **CEC/IGC Standard 5** Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	• **Candidate fails to do any of the following:** o identify essential concepts and vocabulary likely to require adaptation. o select and adapt instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction. o adapt lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum AND/OR age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.	• **Candidate identifies which essential concepts and vocabulary are likely to require adaptation.** • **Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction.** • **Candidate adapts lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.** • **Candidate integrates task analysis into the lesson plans.**	• **Candidate identifies which essential concepts and vocabulary are likely to require adaptation.** • **Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction.** • **Candidate adapts lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.** • **Candidate integrates task analysis into the lesson plans.** • **Candidate includes a detailed and specific rationale for the changes made/selection of adaptations.**

| Lesson Plan Development CEC/IGC Standard 5 Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. | • 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 concepts, vocabulary, and content across the general curriculum AND/OR include age and ability appropriate instruction AND/OR use specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities. | • Candidate prepares comprehensive lesson plans that
  o utilize a repertoire of evidence-based practices to individualize instruction, and
  o emphasize the development, maintenance, and generalization of knowledge and skills for an individual with an exceptionality across environments and settings.
• Candidate focuses lesson plans on
  o teaching essential concepts, vocabulary, and content across the general curriculum,
  o includes age and ability appropriate instruction and
  o uses specialized instructional strategies appropriate to the abilities and needs of the individual with an exceptionality.
• Candidate integrates instructional or assistive technology into the lesson plans. | • Candidate prepares comprehensive lesson plans that utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills for an individual with an exceptionality across environments and settings.
• Candidate focuses lesson plans on
  o teaching essential concepts, vocabulary, and content across the general curriculum,
  o including age and ability appropriate instruction and
  o using specialized instructional strategies appropriate to the abilities and needs of an individual with an exceptionality.
• Candidate integrates task analysis and instructional or assistive technology into the lesson plans, as appropriate.
• Candidate includes clear plans for connecting the concepts from one lesson to the next.
• Candidate provides elaboration on the instructional strategies with explicit scholarly plans, materials, or links to future lessons. |
| Assessments CEC/IGC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions. | • Candidate fails to develop two different assessments that accommodate the unique abilities and needs of individuals with exceptionalities

OR
• Candidate fails to develop two different assessments that effectively evaluate | • Candidate describes and provides original sample questions for two different assessments for the unit that
  o 1. ONE: evaluates instruction of the stated learning objectives
  o 2. TWO: Monitors progress of an individual with an exceptionality during unit instruction | • Candidate describes and provides original sample questions for two different assessments for the unit that
  o 1. ONE: evaluates instruction of the stated learning objectives
  o 2. TWO: Monitors progress of an individual with an exceptionality during unit instruction |

	students' learning of the stated objectives and monitor progress in instruction.	• Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities.	• Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities. • Candidate provides description of the implementation plan for the assessments AND provides a description of the utility of each item or clusters of items to instruction.