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

Spring 2023
EDSE 463 DL1: Curriculum and Methods in Severe Disabilities
CRN: 15332, 3– Credits

Instructor: Dr. Melissa Ainsworth	**Meeting Dates:** 1/23/23 – 5/17/23
Phone: See *Instructor Info* on BB	**Meeting Day(s):** Wednesday
E-Mail: mainswor@gmu.edu	**Meeting Time(s):** 5 pm – 7:40 pm
Office Hours: by appointment	**Meeting Location:** N/A; Online
Office Location: Finley 206A Fairfax	**Other Phone:** See *Instructor Info* on BB

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
Focuses on current best practices in curriculum and methods for individuals with severe disabilities including specific strategies for teaching individuals with severe disabilities, general strategies for working with heterogeneous groups of individuals in inclusive settings, and methods for adapting the general education curriculum to include individuals with severe disabilities. Field experience required.

Course Overview
EDSE 463 focuses on current best practices in instructional strategies including specific strategies for working with individuals with severe disabilities and in adapting general education strategies for working with heterogeneous groups of individuals in inclusive settings.

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
Take advantage of student resources like the Writing Center (https://writingcenter.gmu.edu/), Learning Services (https://learningservices.gmu.edu/), Assistive Technology Initiative (https://ati.gmu.edu/), University Life (https://ulife.gmu.edu/).

Course Delivery Method
Learning activities include the following:

1. Pre-recorded lectures
2. In Class lecture and discussion
3. Application activities
4. Small group activities and assignments
5. Video and other media supports
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using a 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 pre-recorded lectures for the following week will be available no later than Friday end of day each week.

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 will need a headset microphone and a camera for use with the Zoom web conferencing tool.
- 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.

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 University email for communications from the instructor, class discussions, and/or access to course materials at least 2 times 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 ensure accessibility must be registered with George Mason University Disability Service.

Specific Expectations for Students Participating Using Web Conferencing (Zoom):

- Zoom Access: Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a Zoom login to participate.
- Web conferencing requirements:
  - You must have a working web camera and headset/microphone combination.
  - Use your real name to sign in—no aliases, please.
  - Mute your microphone when not speaking.
  - Your camera output must remain live in order to document your attendance during class. Please don't freeze your camera.
- Web conferencing decorum: Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.
- Technical problems: Avoid problems: Test your system several days before the first class. Zoom requires a high bandwidth connection. Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared and you may experience dropout or shutdown. Test your system before the first class.
  - The professor cannot help you with the technical side of web conferencing--signing on, problems with the interface, etc. You should have become familiar with Zoom before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
  - Students who experience technical problems with their courses must contact the CEHD Office of Technology Support at (703) 993-5654 or cehdtech@gmu.edu. Contact Tech Support as soon as you have determined you cannot correct your connection problem.
  - If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.
- Attendance: If you are registered into a web conferencing section, please be make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. Participant login frequency and duration is tracked in Zoom.

- Asking questions: Ask your questions verbally rather than using the hand raise icon or typing your comments. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.

Taking tests: All testing will be done on Blackboard at your home or another secure computer and requires no proctors. Avoid public Wi-Fi; the bandwidth is shared and you may experience system dropout or shutdown that will end your test attempt

Learner Outcomes

1. Write IEPs so they define individualized sequences of measurable objectives for teaching needed functional skills that link to standards of learning general curriculum and begin with present level of performance and end with goal performance.
2. Construct, use, and interpret nonstandard, informal skill assessment (such as task analysis and observation) to identify appropriate objectives, evaluate individual performance during baseline and intervention, and make improvements in instruction for individuals with disabilities in an adapted curriculum across the K-12 levels.
3. Assess target skills before (baseline probes) and during (instructional probes) instruction using direct observation or assessment of permanent products.
4. Create dated graphs of individual performance data using Excel; draw aim and trend lines using Excel.
5. Use "raw" and graphed individual performance data (along with aim and trend lines and problem analysis) to evaluate the effects of instruction and make data-based decisions for improving individual performance.
6. Embed instruction on targeted IEP objectives into functional daily routines and activities.
7. Plan, implement, and evaluate instructional programs that use effective antecedent teaching strategies (e.g., observational learning, milieu approach, system of least intrusive prompts, simultaneous prompting, time delay, graduated guidance, picture assists, audio/ video-modeling, backward and whole task chaining) and consequent strategies (e.g., shaping, error correction, consequential strategies, and interspersed review).
8. Write and implement an instructional plan that specifies a sequence of instructional objectives leading to a goal, uses a task analysis (for multiple step skills) or a skill sequence (for discrete skills), incorporates antecedent and consequence teaching strategies aimed at a specific stage of learning, and specifies a plan for collecting and analyzing individual performance data on an ongoing basis.
9. Understand general education teaching practices that promote inclusion of individuals with severe disabilities in the general education curriculum and support them in the least restrictive environment (e.g., curriculum and instructional adaptation, group instruction, self-management, schedule following, cooperative learning, peer tutoring). Understand when and how to use small group instruction, peer tutoring, community-based instruction, simulated instruction, video-modeling instruction, and instruction involving both typical individuals and individuals with disabilities.

10. Apply a model to plan with general educators any adaptations and modifications that are needed in the general education curriculum and class activities in order to meet the instructional needs of individuals with severe disabilities.
11. Train paraprofessional support staff to use appropriate teaching methods and supportive interaction styles with individuals to support individuals without encouraging dependency. Provide these staff members with supervision and feedback.

Professional Standards
(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 2: Learning Environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5:
EDSE 463 – Master – Effective Fall 2019 3 Instructional Planning and Strategies (InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practices (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Required Texts
Browder, D. M., Spooner, F., and Courtade, G. R. (2020). *Teaching students with moderate and severe disabilities.* (2nd Ed). Guilford Press. 9781462542383

Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms.* (3rd Ed). ASCD. 9781416623304

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

Required Resources
Access to Blackboard

Additional Readings
As assigned and posted on Blackboard in the "Additional Readings" tab on the sidebar in our Blackboard course.

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/SLL 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/SLL

(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/SLL.

For EDSE 463, the required PBA is Instructional Plan with Data and Implementation. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment
(VIA/SLL submission required)

For EDSE 463, the required PBA is Instructional Plan and Implementation. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

College Wide Common Assessment
(VIA/SLL 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). The college-wide common assessment in this course is: Lesson Planning.

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the required form, as this information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey if you had a placement arranged for you. Towards the end of the semester, if you had a field experience arranged for you, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

5. Students must be able to perform the essential functions of the practicum site assigned with or with without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations."

Other Assignments

Lesson Plans (300 points total; 75 points each x 4 lesson plans):
As we cover different academic areas you will be asked to turn in 1 lesson plan per area for a total of 4 lessons plans (1 each for the following areas: math, science OR history and life skills and communication. The assignment includes a complete lesson plan as outlined in the complete assignment description on Blackboard *and* an analysis of the instructional strategies used, connection to the text or articles supporting their usage and rationale for the structure of the lesson.

Science or History Unit Plan: (100 points possible)
You will design a science unit based upon a selected VESOL goal. As part of the unit, you will write a foundational text that will anchor the lessons you lay out within the unit. In addition, you will create two sample work products from different lessons to represent either teacher materials and/or student response materials. Using a template guide you will lay out the instructional strategies that you would be employing during each lesson and each component of learning in your unit.

Math Data Collection and Sequencing Assignment: (100 pts)
Undergraduate Students: You will identify one of the math goals from a target student in your current field placement. You will do a task analysis of the goal to break it into its component parts. You will design and implement a learning activity / lesson with the student, take data during the lesson and then analyze the results including where in your task analysis the student may have had difficulty. You will also provide a next description of the next step you would take as a teacher to move this student forward onto the next logical sequence in math.

On-line Module: (10 points)
Because of the nature of the consortium, there will be two weeks this spring that we will not hold formal class. During that time you may sign up for optional zoom appointments and you will have an online module to complete. You may complete the on-line module whenever your University is not on their official spring break.

Small Group Participation and Discussion Assignment (55 points total; 5 pts per week, Weeks 2 – 13):
Each week you will participate in a small group discussion led by the instructor(s). The discussion will be based upon **the pre-recorded lecture that you will watch prior to class and the readings**. Each week you will be asked to upload and come to class prepared with some small discussion assignment. In order to get your points, you must BOTH upload your discussion assignment by Wednesday at 5:00 pm AND attend small group. **Only 1 point may be awarded for a Discussion Assignment that is turned in but the student does not attend small group time that week. Only 1 point will be awarded if a student attends small group but does not turn in their Discussion Assignment on time for the week.**

Reading Check/Blackboard Activity: (65 points total; 5 pts per week, 13 weeks):
Each week as part of class time there will be a reading quiz or other online activity posted in the weekly content folder on Blackboard. These 5-point activities will be available beginning at 5:00 pm each Wednesday and will be due by 7:40 pm. They are intended to part of your 5:00 pm – 7:40 pm in-class time. These activities are part of your weekly class time and are NOT available outside of the posted time 5:00 – 7:40.

Assignment Summary

Assignment	Due Date	Points possible
Science OR History Lesson Plan	3/1 @ 5:00 PM	25
Life Skills Lesson Plan	3/15@ 5:00 PM	75
Science or history UNIT PLAN	3/22 @ 5:00PM	75
Online module	3/22@ 5:00 PM	10
Math Lesson Plan	4/5 @ 5:00 PM	75
Communication Lesson Plan	4/19 @ 5:00 PM	75
Math Skill Sequence	5/3 @ 5:00 PM	100
Weekly Lecture/ reading quizzes or assignments @ 5 points each	Weekly for 11 weeks (see class schedule)	55
Small Group Participation @ 5 points each	Weekly for 11 weeks (see class schedule)	55
Total Points Possible		545

Student Evaluations of Teaching:
The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and

administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student.

- Students are expected to log in on time for their assigned small group time each week and stay for the duration of small group time.
- No points can be awarded for missed small group time.
- **Attendance, timeliness, and professionally relevant, respectful and active participation are expected.** Please see participation points under the assignments section.

Late Work

All assignments are due posted to blackboard by 4:30 PM on the dates listed in the course syllabus. ****Late or incorrectly turned in/uploaded assignments will be graded at the convenience of the instructor and therefore may not provide timely feedback. Late work may not be returned until the end of the semester.** Ten percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. After one week from the due date, assignments will not be accepted. Thus, an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for the assignment. If you are having difficulty with an assignment, please contact the instructor as soon as possible. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback that may be of value in later assignments. Strive to keep up with the assignment schedule.

Other Requirements

You must be on camera and available for discussion during assigned class time (whole group or your assigned small group). You may not switch groups. You must reserve the entirety of the class time 4:30 – 7:10 for class. Small group times will change weekly and some weeks will be whole group

Grading

100-93% = A
92-90% = A-
89-87% = B+
86-83% = B

82-80%= B-
79-77% =C+
76-73% = C
72-70% = C-
69-63% = D
62-60= D-
< 60% = 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. Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," 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.

Week	Class Topic	Assignment Due	Reading Assignment (To be completed before coming to class)	Group Assignments
1/25	Introduction: Educational Assumptions/ What's Up with Education?	➢ Student Information Sheet due end of day	None	Whole Group 5:00-7:40 PM

2/1	Instructional Strategies: Overview & Lessons vs Instructional Plans vs IEP Goals	➢ Small group discussion assignment (1) upload by 5:00 PM ➢ In class Lecture/reading quiz (1) due by 7:40 PM	**Lectures:** Recorded Lectures in course content folder **Text**: Browder, Spooner & Courtade - chapter 1 **Text**: Tomlinson: chapter 1 *Find on Blackboard under Additional Readings Tab* **Article**: Archer & Hughes (2011)	Small groups – see Blackboard for your group and time Complete weekly assignment in Blackboard when not in group.
2/8	Instructional Strategies: General and Special Education	➢ Small group discussion assignment (2) upload by 5:00 PM ➢ In class Lecture/reading quiz (2) due by 7:40 PM	**Lectures:** Recorded Lectures in course content folder **Text**: Browder, Spooner & Courtade - chapter 6 **Text:** Tomlinson – chapter 2 **Article:** Riccomini, Morano & Hughes (2017)	Small groups – see Blackboard for your group and time Complete weekly assignment in Blackboard when not in group.
2/15	Designing Effective Lessons	➢ Small group discussion assignment (3) upload by 5:00 PM ➢ In class Lecture/reading quiz (3) due by 7:40 PM	**Lectures:** Recorded Lectures in course content folder **Article**: Schmoker, M. (2012) The Stunning power of good, effective lessons **Text:** Tomlinson – chapters 9-11	Small groups – see Blackboard for your group and time Complete weekly assignment in Blackboard when not in group.
2/22	Instructional Strategies: Science	➢ Small group discussion assignment (4) upload by 5:00 PM ➢ In class Lecture/reading quiz (4) due by 10:00 pm	**Lectures:** Recorded Lectures in course content folder **Text**: Browder, Spooner & Courtade - chapter 12 & 13 **Article**: Spooner, F., Knight, V., Browder, D., Jimenez, B., & DiBiase, W. (2011). Evaluating	Small groups – see Blackboard for your group and time Complete weekly assignment in Blackboard when not in group.

			evidence-based practice in teaching science content to students with severe developmental disabilities	
3/1	Instructional Strategies: **Life Skills**	➢ **Science/ History Lesson Plan Due by 5:00 PM** ➢ Small group discussion assignment (5) upload by 5:00 PM ➢ In class Lecture/reading quiz (5) due by 7:40 PM	**Lectures:** Recorded Lectures in course content folder **Text**: Browder, Spooner & Courtade - ch 14 & 16 **Article**: Bouck, E.C., & Joshi, G. (2012). **Article:** Lee, & Morningstar (2019) **Article:** Cullen et al. (2017)	Small groups – see Blackboard for your group and time Complete weekly assignment in Blackboard when not in group.
3/8 And 3/15	Spring break: Effective teaching through an Organized classroom	➢ **Life Skills Lesson Plan Due by Wednesday, March 15th at 5:00 PM** Over these two weeks, complete the following: readings, lectures and activities found in the folder for 3/8 – 3/15 on Effective teaching through an organized classroom. **Due by 3/22 @ 5 PM.**	**Lectures:** Recorded Lectures in course content folder **Text:** Tomlinson: chapters 2-5	No small groups Office hours By appointment – sign up on the Discussion board – See the Content folder for directions.
3/22	Instructional Strategies: Math Part 1	➢ **Science Or History Unit Plan Due by 5:00 PM** ➢ Small group discussion assignment (6) upload by 5:00 PM ➢ In class Lecture/reading quiz (6) due by 10:00 ➢	**Lectures:** Recorded Lectures in course content folder **Text**: Browder, Spooner & Courtade - chapter 10 **Text:** Tomlinson – **chapter** 12	Small groups – see Blackboard for your group and time Complete weekly assignment in Blackboard when not in group.

3/29	**Instructional Strategies: Math Part 2**	➢ Small group discussion assignment (7) upload by 5:00 PM ➢ In class Lecture/reading quiz (7) due by 10:00	**Text**: Browder, Spooner & Courtade - chapter 11 **Book Chapter:** Van De Walle, Karp & Bay-Williams (2019) Found under Additional Reading tab on BB **Article:** Root et al. (2019)	Small groups – see Blackboard for your group and time Complete weekly assignment in Blackboard when not in group. in group.
4/5	Data Analysis and Long-term Skill Planning	➢ Math Lesson Plan Due by 5 PM ➢ Small group discussion assignment (6) upload by 5:00 PM In class Lecture/reading quiz (7) due by 10:00	**Lectures:** Recorded Lectures in course content folder **Text**: Browder, Spooner & Courtade - chapter 5	Small groups – see Blackboard for your group and time Complete weekly assignment in Blackboard when not in group.
4/12	Instructional Strategies: Communication	➢ Small group discussion assignment (8) upload by 5:00 PM ➢ In class Lecture/reading quiz (8) due by 7:40 PM ➢	**Text**: Browder, Spooner & Courtade - chapter 3	
4/19	Writing Meaningful Academic Goals :	➢ **Communication Plan Due by 5 PM** ➢ Small group discussion assignment (9) upload by 5:00 PM In class Lecture/reading quiz (9) due by 7:40 PM	**Lectures:** Recorded Lectures in course content folder **Text**: Browder, Spooner & Courtade - chapter 4 & 17	Small groups – see Blackboard for your group and time Complete weekly assignment in Blackboard when not in group.
4/26	**Inclusion & Self-Contained Classrooms**	➢ Small group discussion assignment (10) upload by 5:00 PM ➢ In class	**Lectures:** Recorded Lectures in course content folder	Small groups – see Blackboard for your group and time

		Lecture/reading quiz (10) due by 7:40 PM ➢		Complete weekly assignment in Blackboard when not in group.
5/3	Successful Teachers	➢ **Math Skill Sequence Due by 5PM** ➢ In class BB activity (11) due 7:40 PM ➢		Whole Group 5:00 – 7:40 pm

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 VIA/SLL should be directed to viahelp@gmu.edu or 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/).

- Learning Services (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence,

and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 the 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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) Math Lesson Plan

Element	Points possible	Points received	Comments
Paragraph description includes all elements requested	**3**		
Lesson follows guidelines and format	**2**		
Lesson includes a specific objective that is observable	**5**		
There is an instructional portion of the lesson that supports the objective.	**10**		
Learning activities directly support the objective.	**10**		
Lesson plan ensures participation options for participation by all students	**10**		
Lesson is age and developmentally	**5**		

appropriate (activities and materials) within reason			
Total points:	**45**		

Part 2: answer the following questions (30 points)

1. **Identify and describe the specific <u>instructional strategies</u> you used in this lesson and why you selected these strategies for this topic. Be sure to reference your texts and/or the lectures when discussing strategies. (5 points)**

2. **Describe your process for coming up with this lesson? What materials did you consult? What guidelines were you using? What was your thought process in terms of altering the information to fit the hypothetical students you have in mind? (5 pts)**

3. **Task analyze the math skill you have selected (what are all the steps that a student would need to learn – including the piece you are teaching here in this lesson) (5 pts)**

4. **What would be the next step in the above sequence that you would teach your student(s) in this math skill and why that step next ? (5 pts).**

5. **What universal design elements could you put into place to ensure that multiple students with a variety of needs would be able to participate in this lesson I a cross curricular or multi-level lesson? Be specific and reference your Tomlinson text as to why you made these choices. (5 pts)**

6. **Is this a foundational skill that must be taught or is this a skill that eventually a student could be taught a work around? Describe and defend your answer and provide specifics (5 pts)**