

Inclusive Teaching in Education – Ecollege Online
15:293:523
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Instructor: Elizabeth Ann Vastano, Ed. M.
Phone: 201-681-2237
E-mail: eroberts726@yahoo.com

Text:

Salend, Spencer (2011) *Creating inclusive classrooms effective and reflective practices* (7th ed.). Upper Saddle River, New Jersey: Pearson.

Current edition is required. (ISBN# 703074-3)
Available at the Rutgers University Bookstore and Online

Additional required readings available online at **Ecollege** under **DocSharing**.

Course Description:

The Federal government has increasingly mandated that special education students be included in general education classes to the maximum extent possible. As a result, most teachers today will find that their class roles include special education students. In accordance with New Jersey Professional Standards for Teachers, this course will address Standard Seven – Special Needs, in addition to including aspects of the other ten standards. The purpose of this course is to prepare general educators to be able to: 1.) Understand the nature of various disabilities and the laws that govern their education; 2.) Develop behavior management strategies to work with difficult students; 3.) Learn how to use accommodations, strategies, techniques and differentiated instruction so that **ALL** students will benefit from instruction and 4.) Learn how to work with other school professionals as part of the team effort that supports students with disabilities, as well as students from culturally and linguistically diverse backgrounds, in an inclusive setting.

Course Objectives:

Parentetical information relates to New Jersey Professional Teaching Standards (NJPTS) and Council of Exceptional Children Common Core Knowledge and Skills Base for Beginning Special Education Teachers (CEC CC).

1. Students will use Present Level of Education and Functional Performance and IEP goals and objectives to plan daily lessons, and weekly and monthly units of instruction that allows students to access the general education curriculum. (*PTS 5iii1,2; CEC CC4S3*)
2. Students will identify the scope and sequence of general education and special education, identify appropriate curriculum, materials, and resources, and critically

- evaluate curriculum with respect to its appropriateness for students with disabilities in a general education setting. *(PTS 1 ii3, 4 I,2, iii3,7; CEC CC7K2, CC7K4)*
3. Students will identify effective teaching strategies for oral language, reading, written language, math, content areas, and problem solving, study skills, etc. and be able to plan lessons using effective strategies. *(PTS 1 i3,4, iii2; 4i;4 iii2,4,5; CEC GC4S1-5,10-11, 14-16, GC62-4)*
 4. Students will plan and implement lessons and units using effective instructional activities and formative assessment to monitor progress. *(PTS 5 iii1,2,4; CEC CC710-11)*
 5. Students will be able to plan instruction for diverse learners (including students with and without identified special education needs and English Language Learners) in a variety of instructional settings (individual, small group, whole class) using both teacher-directed and peer-mediated approaches. *(PTS 3 i3, iii3; 6 ii2,5,6; 7 iii3; CEC CC7S1)*
 6. Students will be able to identify and implement appropriate modifications and accommodations for students. *(PTS 2iii; 4i3; 7i4; CEC GC4S7)*
 7. Students will be able to identify effective instructional techniques for individual instruction, small group instruction, multiple group instruction, and whole class instruction including research-based instructional approaches. *(PTS 4 iii1, 6 i1; CECGC5S3)*
 8. Students will identify co-teaching and co-planning methods to strengthen content acquisition of individual with disabilities. *(PTS 9 ii3; CEC CC10K1, CC10S6)*
 9. Students will identify the roles and responsibilities of paraprofessionals related to instruction, intervention, and direct service; as well as be able to structure, direct and support the activities of paraprofessionals, volunteers, and tutors. *(PTS 9 ii3; CEC CC7K5)*
 10. Students will incorporate and implement instructional and assistive technology into students' educational programs. *(PTS 4i4; CEC GC4S7, CC7S0)*

Online Course Policies and Procedures

Prerequisites

Students should be comfortable in an online environment and be able to use basic computer and Internet tools such as Word Processing, Power Point, Ecollege, and email. Students with this experience should have no problems taking this course. Tech support is available for issues that you may have with Ecollege. You can contact the Help Desk at (732) 445-HELP (4357).

Overview of Online Course Setup

You must log into the course **at least 3 times per week**, complete required readings, view the Power Point presentations, respond to threads, and complete assignments. **All class assignments and weekly discussions are due on time!** Be sure to check the announcement area and your assigned Rutgers e-mail regularly. I will provide directions you may need to use for that week via these two tools. Also, you have the syllabus as a

guide as well. Each week I will provide an announcement guiding you through what is expected that week. I will add to the announcement any important information as the week progresses.

I set up the course in fifteen weeks. Each week will contain the Power Point presentation for each chapter, any videos, case studies and the threaded discussions for the week. Each week will begin on Sunday at 12am and finish on Saturday at 11:59pm (with the exception of Weeks 1 & 2). You should always stay a week ahead with the readings this will make it a lot easier for you to respond to the threaded discussions.

Course Expectations

Online courses are much different than the traditional course. You will be an active learner who needs to keep up with the course syllabus. It is expected that you will log into the course **at least three times a week** to complete the requirements for the week. You are required to respond to the threaded discussions as directed each week and **respond to classmates who respond to you as well as the instructor**. It is essential that you relate the readings to the threaded discussion questions. In addition, you can share personal experiences you have through student practicum and internship experiences. Please do not respond with statements such as “I agree” or “Good idea”. These are discussions and require a thorough response.

Please don't wait until the end of the week to try and complete the activities for that week. You will not receive full credit for your work if you complete all of your weekly work on the last day of the week. **All class assignments and weekly discussions are due on time!** If you have any questions do not hesitate to ask them.

Office Hours/Communication

I am available via e-mail. I do have a Blackberry with me and for the most part respond via e-mail rather quickly. This is the best way to be in contact with me. Since I tend to respond very quickly, if you don't hear from me within 24 hours please send me the e-mail again. If there is an urgent matter, please contact me via my cell phone number which I provided. Don't hesitate to contact me with any question! I will communicate with the class in several ways. It is the student's responsibility to check all communications and to know the expectations and requirements for this course. In order to support you, the following is strongly recommended:

1. Read this syllabus carefully and know its content well (pay special attention to Course Policies);
2. Check the announcement area of ecollege every time you login;
3. Check the introductory section to each week and for each thread;
4. Check your assigned Rutgers email. I will only use Rutgers email addresses to send out group emails.

If you have any concern please contact me!

Class Lounge

I set up a Class Lounge tab on the course home page so that you can ask each other questions. I will check this area once periodically to see if there are any major areas of concern with the course that I need to address.

Professionalism

I ask that you use APA Style when writing any papers for this course. The webliography includes links that will assist you with APA Style. It is important to cite all of your references and plagiarism is completely unacceptable.

Please be polite and respectful when responding to threads. It is okay for us to have differences in opinions on topics that will arise in the course, but please be professional. In addition, you need to respond in writing using a professional manner. It is not acceptable to use “text messaging” language.

Course Policies

Syllabus

It is essential that you read the syllabus completely before beginning your work for this course. Please be advised that the syllabus is tentative. I will notify you of any changes that come up via the announcements section of the course home page. You are responsible for checking the announcement page regularly. Lack of knowledge of changes is not acceptable once posted on the announcement page.

How You Earn Your Grade:

Evaluation of your performance in this course is based on the percentage of total points that you earn in the course. Course assignments have been assigned a point value and the total number of points will be used to calculate the final grade. Late assignments will only be accepted with the permission of the instructor and will lose points for each day they are late. **Extra credit is not offered.**

Grading Requirements:

	<u>Point Value</u>
1. Differentiated Unit Plan	150
2. Online Participation	125
3. Behavior Intervention Plan	125
4. Technology Assignment	50
5. Final Exam	<u>50</u>
Total:	500

Number grades will be converted to letter grades as follows:

90 – 100%	= A	447.3-500
87-89%	= B+	432.3-447.2
80-86%	= B	397.3-432.2
77-79%	= C+	382.3-397.2
70-76%	= C	347.3-382.2
60-69%	= D	297.3-347.2
59% and below	= F	0-297.2

- If you have special needs as addressed by the Americans with Disabilities Act and are eligible for academic accommodations or **modifications**, please notify me immediately. Reasonable efforts will be made to accommodate your special needs. For additional assistance, please contact the New Brunswick Campus Coordinator at (732) 932-1711.

Assignment Submission Policy:

- Late assignments are accepted only at the discretion of the instructor and points will be deducted.
- Students should review and be familiar with the Policy on Academic Integrity. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else’s work, work obtained on the internet, or work written for another professor’s course are all reasons for failure of this course and dismissal from this university. The source of the unit plan for the Unit Plan assignment should be documented.
- **Terminology:** Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as “students with learning disabilities” or “individuals who have mental retardation” are preferred over adjectival constructions such as “mentally retarded people.” Because *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as “intellectually average students” or “students without learning disabilities” should be used.
- All assignments should be typed, double spaced, and neat. *Edit your work before handing it in*, as attention to grammar, spelling, and organization count. Please use 12-point font in a traditional/professional font (e.g., Times New Roman). All assignments must be completed using APA Format (⁵th Edition). In particular, references should be noted in the body of your work.

Assignments: (*Rubrics for assignments are located under DocSharing on Ecollege*)

Differentiated Unit Plan – 150 points

Group Project: Groups will be assigned based on certification area

Due: Week of 10/23-10/29

This is a group assignment. You will be assigned to a group based on certification. You will be provided with rubrics for each part of the assignment. You will turn in both parts of the project to the instructor via the DropBox.

Differentiated Unit Plan- 150 points

You will select one unit plan developed for a previous class by one of the group members. The unit plan should be a very thorough, well-planned document. The unit

plan should consist of at least five individual lessons. The objective of this assignment is to put into practice the information taught in class regarding differentiating instruction for at-risk students and to build on your student teaching experience. You will apply what you have learned about special education and differentiating instruction to the document you already created for your discipline. You will use the lesson plan format provided under DocSharing on the course website. Along with this Unit Plan you should include a list of group members and the components of the unit that they were responsible for. Each member of the group is required to contribute to the work required for this project.

Feel free to develop a graphic organizer outlining the unit. Include samples of assignments and modified versions of assignments including tests. Be sure to include samples of everything you describe such as study guides, modified readings, rubrics, etc. Be creative!!! Be thorough!!! Please realized the importance of this assignment based on the point value assigned to it for the course. This is a project that requires work over time and not last minute.

The following *must* be included:

1. It is critical that you describe your class make up and include diverse learners in your class (ie. ELL students, students with disabilities, gifted students, minorities). Be sure to show how you will differentiate each individual lesson for each group of diverse learners in your class. ***Identify the at-risk students in your class – you must include students with learning disabilities, plus at least two other types of students.***
2. Provide a short description of the school setting where your unit will take place (inner city, suburban, student interests and activities etc.) and explain how your lessons will relate to your students' life experiences.
3. Describe how your overall objectives, assignments and assessments will be modified for students with learning problems (provide samples).
4. How will students monitor their progress? Provide sample test and modified version. Also include a sample study guide for the test.
5. How will you adapt the textbook (differentiate for reading levels), written information and handouts (writing accommodations), and activities? (provide samples).
6. One lesson will include a cooperative learning activity and you will explain how students will be grouped and graded and how you will accommodate for student differences.
7. One lesson will be team taught and you will describe each teacher's (general and special education) responsibilities for the lesson.
8. How will you use technology to supplement or reinforce your lessons?
9. Use at least two outside reference sources (other than the text) for your project and cite APA style in your report. I recommend using journal articles.

Please include all of the information that you add to the unit plan related to differentiation in bold, italics. This will make it more obvious to the reader.

Behavior Support Plan – 125 points

Due: Week of 11/6-11/12

You will develop a behavior support plan based on a case study that you select. The case study can be real or fictional, but will preferably be based upon a student with whom you actually worked. Be sure to eliminate all identifying information (no real names of student or school; no date of birth, etc.). Your Behavior Support Plan must include the following components:

1. A thorough vignette describing the student (age, grade, gender, academic standing, etc.) and the behavior problem (history of the problem, prior interventions, and current situation, etc.);
2. An A-B-C analysis of the behavior, including
 - a. an operational definition of the behavior,
 - b. data collection strategies,
 - c. function(s) of the behavior,
 - d. additional academic, social, and family information;
3. An hypothesis or summary statement;
4. Sociocultural factors;
5. A function-based intervention plan that includes
 - a. environmental modifications,
 - b. measurable goals and the individuals responsible for helping the student attain these goals,
 - c. how antecedent events will be addressed,
 - d. how consequences will be modified,
 - e. what new skills will be taught to the student to replace challenging behaviors; and
6. How the Behavior Support Plan will be evaluated.

Additional information will be provided on Ecollege.

Online Class Participation – 125 points

As indicated under course policies section of this syllabus, full active participation with the course materials in ecollege is required. You are expected to log into Ecollege two times throughout each week **at a minimum** to read, contribute, and respond to new discussion threads. To be granted credit for full participation, you are required to contribute to assignments by posting your own thoughts and ideas, as well as by responding to instructor and peer posts/questions. In order to successfully participate as described, it will be require that you return to online activities at least two times during the week in order to respond to discussions underway by your classmates. **It is your responsibility to read this syllabus thoroughly. Be sure to familiarize yourself with the Course Policies section of this syllabus so that you have a clear understanding of expectations for online participation.**

Technology Assignment - 50 points

Due: You will be assigned a due date

The goals of this assignment are for you to (1) learn about various technology-based supports for students with special needs, and (2) share the information that you acquired with your classmates.

You are to research and select a technology-based method/strategy (you can select an adaptive device/ adaptive technology) that can be used to support the successful inclusion of students with special needs in the general education curriculum. Please do not select a Promethium Board or Smart Board. Please remember that you are focusing on supporting students with special needs. You are to introduce the form of technology that you researched and selected to your peers via a PowerPoint presentation with voiceover narrative that would take about 10 minutes to view. Your presentation should include:

1. A thorough description of the technology with at least one link to an online source of information about it;
2. A summary of how this technology fosters independence and/or increases learning;
3. Information about how teachers may be able to access this technology;
4. A description of how to implement this technology to improve access to inclusion;
5. A description of how you would consider preferences of students, families, and IEP teams regarding this technology;
6. An overview of the strengths of this form of technology;
7. An overview of any anticipated obstacles to using this technology in the general education classroom and how these obstacles can be managed;
8. A description of how this form of technology would impact or change the way you teach.

You are encouraged to refer to the text for guidance and additional information. Every chapter has a section on technology. Remember, your PowerPoint presentation must be narrated and take approximately 10 minutes to view.

Final Exam- 50 points

Due: Week of 12/4-12/13

Exam will be given online. Short essay.

Class Topics/Assigned Readings

<u>Week of:</u>	<u>Topic</u>	<u>Reading Assignment(s)</u>
9/1- 9/10	Understanding special education and inclusion, the history & laws of special education, the structure of support services in New Jersey	Chapter 1

9/1- 9/10	How students are identified for special education, the IEP process, characteristics and interventions used with specific disabilities	Chapter 2
9/11-9/17	Differentiated Instruction	Chapter 8
9/18-9/24	Large & small group instruction Cooperative learning	Chapter 9
9/25-10/1	Differentiating reading, writing, & spelling	Chapter 10
10/2-10/8	Differentiating reading, writing, & spelling (continued)	Chapter 10
10/9-10/15	Differentiating math, science & social studies	Chapter 11
10/16-10/22	Grading & assessment Rubric development	Chapter 12
10/23-10/29	Promoting Positive Behavior	Chapter 7
10/30-11/5	Collaborative relationships	Chapter 4
11/6-11/12	Educational strengths & weaknesses	Chapter 3
11/13-11/19	Social & personal aspects of inclusion	Chapter 5
11/20-11/26	Transitions to inclusive settings	Chapter 6
11/27-12/3	Unit Plan Review	
12/4-12/13	Course Wrap Up & Final Exam	