

15:293:608: Consultation, Collaboration, and Co-Teaching In Education
Fall 2011

Syllabus is Subject to Change Prior to Fall 2011 Semester

Instructor: Dr. Joseph Boyle
Text: Creating Inclusive Classrooms 7th ed. by Spencer Salend (ISBN# 9780131381230) Pearson - Prentice Hall – Older editions may not be used.
AND Collaborative Problem Solving by E. Knackendoffel, S. Robinson, D. Deshler, & J. Schumaker, Edge Enterprises
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I. Course Description and Objectives

This course is designed for both general educators and special educators. The course is broken down into three main components: 1.) Understanding special education laws, students with disabilities, and inclusion; 2.) Learning how to be an effective collaborative teacher or co-teacher; 3.) Learning how to use accommodations, strategies, and techniques so that ALL students benefit from instruction. In addition, this course will focus on the context, processes, and content for collaboration and consultation, as well as the ever-changing roles and responsibilities of teachers who work in collaborative, co-taught, or inclusive settings.

Course Objectives

Each student will demonstrate competence at:

1. understanding the roles and responsibilities of collaborators, co-teachers, and consultants
2. developing and using modifications in instruction, monitoring student progress, and evaluating the results of instruction in general education or inclusive settings
3. understanding and using collaborative problem-solving skills (communication, partnership, effective teaching, and problem-solving skills) with other teachers, parents, and other school personnel
4. understanding the different models of inclusion, collaboration, and co-teaching
5. understanding of how to modify teaching methods and materials to “water-up” the curriculum, thereby enhancing the learning for ALL students
6. understanding special education laws and how to integrate IEP goals and objectives into an inclusive or general education classroom

II. Academic Integrity Policy

Academic Integrity: I expect that you will comply with standards of academic integrity in this course. If you need assistance in understanding an assignment or course content, please seek assistance from other appropriate resources or me. Assignments, however, should be your own work, except in cases where I have required a group product. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or “borrow” friends’ work. You can avoid problems by getting your work done early.

Exams are also your own work. Please familiarize yourself with the university policy on academic integrity (<http://academicintegrity.rutgers.edu/integrity.shtml#I>).

III. Course Requirements (Subject to Change) (Evaluation and Assessment of Projects)

1. Web Readings/Discussion Board/Quiz:

See the “Module” on course web site for directions. Go to the website(s) or documents, read the information and return to our course web site to take the quiz.

Quiz 1: LRE, Inclusion, and Students with disabilities: A legal analysis by Mitchell Yell. Must Complete Quiz 1 by 7PM

Discussion Board#1: Turning “My” Students into “Our” Students by Jenifer Randle. (See Discussion Brd) Must Participate in Discussion Board #1 by 7PM

Discussion Board#2: Social Face of Inclusive Education by Pavri & Luftiv. See Discussion Brd. Must respond to discussion board by 7PM

Discussion Board#3: Watering Up The Curriculum by Ed Ellis – See Discussion Brd. Must respond to discussion board by 7PM

Quiz 2:

A. She Will Succeed: Strategies for Success in Inclusive Classrooms by M. Prater

B. What Matters Most in Inclusive Classrooms by D. Voltz

Must complete Quiz 2 by 7PM

Each above assignment is worth 10 points (total of all items - 50 possible points).

2. Collaborative-Problem Solving (CPS) Assignment: Working with another graduate student (or teacher) (teams no larger than 4 people), you will be provided with a vignette about a student with a disability. You will then use CPS to develop possible solutions for the problem that is presented in your vignette. In a 3-page “case report” format, use the components from the CPS worksheet to type up your report. Use the same headings that are taken from your CPS worksheet. You can team up in person or virtually through emails, telephone calls, or other methods (Skype conference calls for free) (35 points). **Each student needs to submit a 3 page paper.** **If developed with another person or group, the paper that you submit can be identical as your group member or partner, but should be different from other groups.**

Due Date: Submit by 7 PM

3. Modifications for Students in Inclusive Classes: Using one of the “cognitive supports” (e.g., study guide, concept maps, visual organizer, review sheet, guided notes, KWL, etc...) discussed in class, choose a chapter of a textbook or literature story and design a “support” that the student could use to enhance their learning. You may not use commercial materials for the cognitive support(s). These supports must be teacher-made materials. (15 pts)

Due Date: Submit by 4 PM

4. Understanding and Using an IEP: You have just attended an IEP conference for a student (See Case with IEP in Doc Sharing). You are a co-teacher in an inclusive classroom. Integrate at least one IEP goal and two objectives into a content area lesson, describe how you will use accommodations or modifications for this student, how you will modified instruction to **enhance** the learning of ALL students, and how you will monitor progress of student learning. **(20 pts.)**

Due Date: Submit by 4 PM

5. Team Teaching Unit: Working with another student, develop a 3-day unit plan that will be team-taught and will cover a topic in depth. Describe your roles and responsibilities for the unit and include a lesson plan for each day. Describe in detail what you will teach and the materials needed. Be certain to include some type of “cognitive support” that will aid students in their learning of the content or skill, as well as what accommodations might be provided for students with mild disabilities. You should also have at least one teacher-made cognitive support per lesson. **(50 pts)**

Due Date: Submit by 4PM**6. Tests: Two Non-cumulative Tests.**

Each test will be comprised of multiple choice and essay questions.

Test 1 – June (50 pts.) & Test 2 – July (50 pts.)

IV. Class Schedule (Subject to change)

<u>Topic</u>	<u>Reading, Assignment</u>
1. Historical & Legal Foundations	Chapter 1
2. Creating Inclusive Classrooms	TBA
3. Characteristics of Students with Mild Disabilities	Chapter 2 (pp.66-106)
4. Evaluation Process & the IEP	Chapter 2 (pp. 44-66) and Chapter 3
5. Collaboration & Co-Teaching	Chapter 4
6. Collaborative Problem-Solving	CPS Manual by Knackendoffel, Robinson, Deshler, & Schumaker
7. Acceptance & Friendships Cooperative Learning & Peer Tutoring	Chapter 5 Chapter 9 (2 nd half of Ch.9)

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| 8. Test 1 | |
| 9. Differentiating Instruction
& Watering Up the Curriculum | Chapter 8
Chapter 9 (1 st half of Ch. 9)
LDOonline - Ellis Readings |
| http://www.ldonline.org/article/5743 | |
| http://www.ldonline.org/article/5742 | |
| 10. Reading, Writing, & Spelling | Chapter 10 |
| 11. Math, Science, & Soc. Studies | Chapter 11 |
| 12. Classroom Management | Chapter 7 |
| 13. Monitoring Progress | Chapter 12 |
| 14. Transition | Chapter 6 |
| 15. Test 2 | |