

Inclusive Teaching in Education – Ecollege Online
15:293:523:90
Fall 2012

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Instructor Availability:

Since this is an online course, I do not offer traditional office hours. I do want you to know that I am here to support you in any way so that you can get the most out of this course and become an outstanding educator. Please feel free to contact me via e-mail or phone with any questions that you have. I typically respond to e-mails within 24 hours.
Do Not Hesitate To Call Or E-mail Me!!!

Text:

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

Available at the Rutgers University Bookstore and Online

Haddon, M. (2003). *The curious incident of the dog in the night-time*. New York: Vintage.

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:

Parenthetical 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 (except for Weeks 1 & 12). 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 and telephone. I do have a iPhone with me at all times 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.
5. **If you have any concern please contact me!**

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.**

<u>Grading Requirements:</u>	<u>Point Value</u>
1. Differentiated Unit Plan	150
2. Online Participation	125
3. Behavior Intervention Plan	125
4. Reflective Journal	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 & under tab for assignment on Ecollege*)

Differentiated Unit Plan – 150 points

Group Project: Groups will be assigned based on certification area

Due: November 17, 2012 by 11:59 pm

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 three 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/teaching experience. You will apply what you have learned about special education and differentiating instruction to the document you already created for your discipline. 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. *You are required to include all of the information that you add to the unit plan related to differentiation in bold, blue italics. This will make it more obvious to the reader.*

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 (ie. Autism, deaf/hard of hearing, ELL, gifted, etc).***
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). You should incorporate a variety of strategies that you learned about from the text and our discussions.

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.
- 10. You are required to include all of the information that you add to the unit plan related to differentiation in bold, blue italics. This will make it more obvious to the reader.***

Behavior Support Plan – 125 points

Due: October 20, 2012 by 11:59 pm to the Dropbox

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.
7. Please use the Behavior Support Planning Chart located in DocSharing under Promoting Positive Behavior Ch. 7 for this assignment.

Online Class Participation – 125 points **please note that completing discussions within the timeframe is critical and where most students end up losing 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 three 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 and course announcements 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.**

Guidelines for receiving full-credit for class participation are presented below.

1. Each student must make an initial post for each question no later than 11:59 p.m. on Wednesday. Since the week opens on Sunday, this will give you four days to make initial posts. Each post must be thorough, answer the questions fully, and demonstrate that you have completed the reading assignments for the week. ***For the week of September 4 – 8, the initial post should be made by Friday, September 7, 2012. I understand this is a short week. For the week of November 18-2, the initial post should be made by Tuesday, November 20 and the final post by Wednesday, November 21.***
2. You must follow the directions for each week and make comments to the postings of your classmates (of course you don't need to post to people who write to you after you are already done for the week).
3. Be sure not to overburden any classmates. When selecting which posts to comment on, select classmates who have received the fewest comments.
4. Anyone who makes an initial response after 11:59 on Wednesday will be considered late for the week.
5. Please remember the week ends on Saturday at 11:59 pm. Work submitted after that time is late.
6. I will notify you if your posts need to be more thorough. It is your responsibility to submit responses on time.

Reflective Journal Assignment – 50 point each

Due: November 10, 2012 by 11:59 pm to the dropbox

This assignment will be based on *The Curious Incident of the Dog in the Night-time* by Haddon, M. (2003). Please refer to the course shell for a thorough description of this assignment. This is an assignment that you should do gradually as you read the book.

Final Exam- 50 points

Due: December 10, 2012 by 11:59 pm to the dropbox (opens by December 1, 2012)

Exam will be given online. Short essay.

Week/Date	Topic	Reading Assignments	Project Due Dates
September 4	Understanding Inclusion	Chapter 1 (begin reading Haddon)	
September 9	Diverse Educational Strengths and Challenges	Chapter 2	
September 16	Educational Strengths and Weaknesses: Overrepresentation Understanding Poverty	Chapter 3	
September 23	Promoting Positive Behavior	Chapter 7	
September 30	Differentiated Instruction	Chapter 8	
October 7	Large and Small Group Instruction	Chapter 9	
October 14	Differentiating reading, Writing, & Spelling	Chapter 10	BSP Plan Due Oct. 20 by 11:59 p.m.
October 21	Effective Supports for Teachers	Complete Haddon	
October 28	Differentiating Math, Science, and Social Studies	Chapter 11	
November 4	Evaluating Student Progress	Chapter 12	Reflective Journal questions based on Haddon to instructor on Nov. 10 by 11:59 p.m.
November 11	Collaborative Relationships	Chapter 4	Differentiated Unit Plan Due Nov. 17 by 11:59 p.m
November 18	Fostering Friendship and Acceptance	Chapter 5	
November 25	Creating Successful Transitions	Chapter 6	
December 2	Bullying	Articles in DocSharing	
December 9	Course Summary/Closure		Final Due Dec. 10 by 11:59 p.m.