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Meetings:  Mondays, 4:50 -7:20  
    Room 220 Scott

Text:  Creating Inclusive Classrooms by Spencer Salend 7th Ed., 2011  
       ISBN# 0-13-978-0-13-703074-3  Pearson

Additional Readings:
And postings on Sakai

I. Course Description:  
This course focuses on instructional practices in special education. Students will learn to plan instruction for students with disabilities. Students will learn a variety of research-based instructional strategies for diverse learners. Students will learn to develop lesson plans for a variety of instructional settings and in collaboration with other professionals. Research-based practices will be used to plan instruction, implement instruction, and evaluate instructional effectiveness. This course is taken in conjunction with a field placement, where students apply specific procedures and strategies from class.  
Topical coverage includes the following:  
- lesson planning and instruction in multiple learning environments  
- characteristics of students with mild disabilities in multiple content areas  
- research-based instructional strategies, modifications, & materials for teaching students with disabilities  
- New Jersey Core Curriculum Content Standards (NJCCCS)  
- New Jersey Professional Standards for Teachers (NJPST)

This course addresses portions of NJPST Standard 4: Instructional Planning & Strategies and Standard 7: Special Needs.

Standard 4: Instructional Planning and Strategies. Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate
strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

**Standard 7: Special Needs.** Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

**II. Course Objectives from Standards 4 and 7:**

*Teachers will know and understand:*

- How to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the individual education program (NJST 7.1)
- How to plan and design instruction based on students’ prior knowledge, strengths and needs, and developmental progress (NJST 4.1)
- Available resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with special needs including students with autism and other developmental disabilities (NJST 7.2, 4.2)
- The characteristics of students with special needs (NJST 7.3)

*Teachers value and are committed to:*

- The belief that children and adolescents with special needs can learn at high levels and achieve success (NJST 7.4)
- The development of students’ critical thinking, independent problem-solving and performance capabilities (NJST 4.5)

*Teachers engage in activities to:*

- Participate in the design and implementation of the Individualized Education Program (IEP), where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology (NJST 7.7)
- Meet the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including technology and inclusive educational practices and collaborative partnerships (NJST 7.8, 4.3, 4.4, 4.10)
- Make appropriate provisions, in terms of time and circumstances for work, task assigned, communication and response modes, for individual students who have particular learning differences or needs (NJST 7.9)

**Objectives:**

1. Students will determine present levels of educational performance in a range of academic and nonacademic areas to plan instruction for individuals with exceptional learning needs. (*PTS 2ii.2,5; 3iii.4; 4ii.6; 7 iii.4; CEC CC7S4, CC8S6*)
2. Students will use PLEP 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*)
3. 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 general education and/or special education settings. (*PTS 1 ii3, 4 I,2, iii3,7; CEC CC7K2, CC7K4*)

4. 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; 4 ii1,4 iii2,4,5; CEC GC4S1-5,10-11, 14-16, GC62-4*)

5. Students will plan and implement lessons and units using effective instructional activities and formative assessment to monitor progress. (*PTS 5 iiii1,2,4; CEC CC7I0-11*)

6. 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 i1, iii3; 6 ii2,5,6; 7 iii3; CEC CC7S1*)

7. Students will be able to identify and implement appropriate modifications and accommodations for students. (*PTS 2iii; 7i4; CEC GC4S7*)

8. 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 iiii1, 6 i1; CECGC5S3*)

9. Students will identify co-teaching and co-planning methods to strengthen content acquisition of individual with disabilities. (*PTS 9 ii3; CEC CC10K1, CC10S6*)

10. Students will identify the roles and responsibilities of paraprofessionals related to instruction, intervention, and direct service and structure and direct and support the activities of paraprofessionals, volunteers, and tutors. (*PTS 9 ii3; CEC CC7K5*)

11. Students will incorporate and implement instructional and assistive technology into students’ educational programs. (*PTS 4i4; CEC GC4S7, CC7S0*)

II. Policies

**Accommodations for Disabilities:**

Students requiring accommodations related to disabilities will be provided all necessary supports and accommodations. In such circumstances students should make sure that they communicate their needs in advance to the instructor in coordination with the Rutgers Office of Disability services ([http://disabilityservices.rutgers.edu/](http://disabilityservices.rutgers.edu/)) to ensure that they receive appropriate supports commensurate with their needs.

**Assignment Submission Policy:**

- **Additional assignments** will be given out at the beginning of class. If late to class students will be responsible for checking with other students.

- **All assignments are expected on time.** Late assignments are accepted only at the discretion of the instructor and will, if accepted, be penalized 10% of their total worth for each day they are late. There will be no exceptions. If you are absent the day an assignment is due, you must email the instructor the assignment by the conclusion of class that day or the assignment will be counted as late 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.

• **Terminology:** Except where otherwise customary (e.g., deaf community terminology), students are expected to use person-first language when speaking of students with disabilities (e.g., student with a learning disability, NOT, LD student), and never use demeaning terms such as retard. Students should avoid terminology that objectifies human beings as “things” of pity, such as, wheelchair-bound, confined to a wheelchair, or suffers a disability.

• **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.

• **You must demonstrate better than satisfactory writing skill.** If you are planning to teach students with disabilities (or any students) you must model mastery of the subjects you teach.

• **Page recommendations refer to the actual text** of the paper (not including title page, references, or attachments).

• Papers will be graded within 14 days of their due date.

**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 10% of the grade for each day they are late. Included in the class participation component is the score received on group assignments completed in class. Group work is based on assigned readings; as a result it is important that students keep up-to-date on their reading in order to be good group members. Because of the hands-on-approach attendance is imperative. Therefore, 5 point will be deducted from the class work score for each absence. Students should notify the instructor by e-mail or in writing when they are absent.

**Grading:**

Number grades will be converted to letter grades as follows:

- 90 – 100% = A
- 87-89% = B+
- 80-86% = B
- 77-79% = C+
- 70-76% = C
60-69% = D  
59% and below = F

Class Cancelation

If class is cancelled due to inclement weather students should check SAKAI for replacement assignments. The instructor will also send an e-mail if class is cancelled.

COURSE REQUIREMENTS

Assignments and Points

Mini Unit – 100 points
Strategy Training – 100 points
Technology Assignment – 25 points
Strategy Design- 25 points
Attendance, Preparation & Participation – 75 points
Tests and quizzes – 75 points

1. Attendance, Preparation, & Participation

- **Attendance**: The nature of this course requires that students attend class regularly and participate actively. Two absences will be deemed excessive and 5 points will be deducted from the Participation grade for each absence. Three absences may result in a need to repeat the course. As a courtesy, please notify the instructor when an emergency or illness requires you to be absent from class. The instructor reserves the right to request documentation supporting reasons for absence.

- **Preparation**: Come to class prepared to discuss course materials and your experiences as a teacher intern. Students are expected to read assigned readings prior to class and to participate actively in class discussions and activities (see Participation).

- **Participation (75 points)** There will be activities based on the reading in the text that are worth points. For example, you may be asked to demonstrate certain teaching strategies that are described in the text. If you are absent on that day you forfeit the points for that class participation assignment unless you have an excused absence. To be successful with class participation activities you must be prepared for class.

- **Cell phone use**: please refrain from any use of cell phones during class. If you have an emergency, you may leave the classroom to address your needs and return upon satisfactory resolution without penalty.

2. Mini Unit

Total Points – 100

: 5
The objective of this assignment is to put into practice the information taught in class regarding differentiating instruction for at-risk students. You may use a unit plan that you develop for this course or one that you have written for another course. Your unit plan will include 3 detailed lesson plans following the Rutgers special education lesson plan posted on Sakai. The lesson plans can be consecutive or you can include plans that might occur intermittently during a two week period. **Add the requested information in italics.** Use the rubrics posted on Sakai which will clearly define unit requirements. **One of your lessons must be posted in the portfolio and a final grade for the course will not be given until your lesson plan has been posted for grading as the portfolio posting of the lesson plan from this course is a program requirement.**

**Cover page – 20 points**
**Due 2/18/13**

Your cover page should include the following: grade level, school setting where your unit will take place (inner city, suburban), how your lessons will relate to your students’ life experiences, the cross curricular connections that your unit will have and the family and community resources that you will use (For this topic it is suggested that you go on line and check the community where you live to see what is available. Also ARC has resources for students with disabilities). Most importantly identify the at-risk students in your class. You will include 3 disability types – you must include a student with a learning disability – reading problem, plus at least two other types (only one can be low incidence) and explain how the characteristics of the students with disabilities that you have selected to teach will affect your unit/instructional plan. Use the rubric posted on Sakai as a guide.

**Co-teaching Lesson - 15 points**
**Due 4/1/13**

One lesson will be team taught and you will describe each teacher’s (general and special education) responsibilities for the lesson - be specific in terms of planning, grading, classroom organization and type of model used. This information can be included on a separate page and attached to the front of your lesson. Use the rubric posted on Sakai as a guide.

**Cooperative Learning Lesson – 15 points**
**Due 3/25/13**

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 and train students to work together. This information can be included on a separate page and attached to the front of your lesson. Use the rubric posted on Sakai as a guide.

**Modifications – 50 points**
**Due 4/15/13**
For the final grading of your unit you will put together your cover sheet, the co-teaching lesson, cooperative learning lesson and a third lesson plan. In all three of your lessons you will describe how your overall objectives, assignments and assessments will be modified for students with learning differences. How will teachers and students monitor progress? How will you adapt the textbook, written information and handouts, activities and/or group activities? Will you use computer software to supplement or reinforce your lesson? Use at least two outside reference sources (other than the text) for your project and cite them in the body of your report, as well as on a reference page. Use bold italics to document these modifications to your lesson plans. Section VIII of your lesson plan should note that modifications are included in the body of your lesson plan and you do not need to fill in that section. Use the rubric posted on Sakai as a guide.

3. STRATEGY TRAINING
Points - 100
Due – 4/22/13

You will be responsible for teaching students a versatile writing strategy, which is referred to as RAFT:
R ole of the writer: who are you as a writer?
A udience: to whom are you writing?
F ormat: in what format are you writing?
T opic: what are you writing about?

After seeing several examples and learning the process of designing and implementing the RAFT Writing strategy, you will design and implement your own lessons based on the differentiated needs of your student/students. You will begin a series of 7 to 8 sessions by determining students’ level of writing and will identify students’ strengths and weaknesses in writing by giving students a pre-assessment in writing. You will establish what students may need to know, understand, and do in order to master a particular learning/ writing concept. You will develop a plan for writing that differs in role (who or what are you writing as), audience (who or what are you writing to), format (how are you writing), and topic (why are you writing/ what is your purpose for writing). You will design differentiated writing prompts that allows students to choose the differing roles, audiences, formats, and topics in order to understand learning objectives and increase motivation. Therefore, START EARLY! You will monitor (and chart) progress by assessing writing each week using a rubric. This chart with the students’ scores should be shared with the student during the process. Your chart should include pre and post test results. Describe the student’s or students’ current educational status and current learning environment. Explain how you arrived at a starting point for your instruction. Include a daily log of your activities (what did you plan to do and what did you actually do) and work samples that demonstrate progress (or lack of it). In conclusion, write an evaluation of your student’s progress. Also include a personal statement in terms of the practicality and effectiveness of using the strategy you selected. Would you do it again? Follow the rubric on Sakai for guidance.

4. Technology Assignment – 25 points
Due date – sign up
You and a partner will select a web site or technology that can be used to implement or supplement instruction in the class room. To start, you might think of items or sites being used in your practicum experience. There are two components to the technology assignment: 1.) A presentation/demonstration with a one page handout for each class member (can be sent online) and 2.) A written report of 2 to 3 pages due the day you make your presentation. For example, it can be a curriculum adaption that you will demonstrate to the class such as using specific internet sites or software to supplement a lesson, or it can be a classroom adaptation such as assistive technology for individual students or information on setting up or using a web site, etc. Include in your discussion and paper how this technology/site can be adapted to meet the needs of at-risk students. You will sign up for a topic the second week of class and presentations will start the 3rd week of class. Use the rubric on Sakai as a guide for doing this assignment.

Original strategy – 25 points
Due – sign up
Points 25

You and a partner will design an original strategy that addresses any academic or adaptive area. Together you will teach the strategy to the class. As with all strategies, the product should be useful, manageable and able to be implemented with ease. The strategy should address a major issue rather than minor concern; apply to more than one age group and be worthy of consideration by others. You need to design the strategy making sure it is original. Before you begin teaching your strategy to the class state why you designed the strategy; and explain what need it will meet. Your teaching should be dynamic and engaging. Use the format from last semester – model, guided practice, independent practice, maybe evaluation. The objective is for the class to remember your strategy. Your teaching should take about 10 minutes. When selecting a topic and date you might want to align your presentation with class topics as noted on the Course Outline.

V. Course Schedule**

<table>
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<tr>
<th>Class</th>
<th>Topic</th>
<th>Reading</th>
<th>Suggested Activities</th>
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| 1. | Inclusion and RTI 1/28/13 | Chapter 1
Sing up for At and Original strategy | -Introductory form
-Discussion questions from the manual
-Training video |
| 2. | Differentiated Instruction
Characteristics of special education students 2/4/13 | Chapter 2
Unit/Lesson Plan guide
Chapter 8 p. 284-296
Sakai- all articles on Differentiation | -With a partner, when given an at-risk category, state 4 kinds of differentiation appropriate for that category & explain why they are appropriate.
-In a group prepare a teacher-made material (i.e., handout, overhead, homework assignment, test, etc.) using the principles of universal design. Each group will |
|   | Reading instruction for diverse learners and compensatory reading strategies | Chapter 8 p.296-307
Chapter 10
King-Sears, M., & Duke, J. (2010). Bring your textbook to class. *Intervention in School and Clinic, 45*, 284-293 | present and explain their material to the class.
-In a group role-play and teach some concepts and vocabulary using Total Physical Response and Sheltered English. Share your lessons with the class.
-In a group, when presented with a short elementary passage apply three text comprehension strategies to help an at-risk student understand material from the passage. |
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<td>4</td>
<td>Strategy Instruction, Unit Planning, Class will meet in the lecture hall on the 1st floor of the GSE 2/18/13</td>
<td>Strategy Instruction Unit Planning on Sakai Cover page due</td>
<td>As a class, practice the strategy and then practice teaching the strategy to a partner</td>
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</table>
| 5 | Reading instruction – cont. Spelling, 2/25/13 | Chapter 10
Sakai – Graham, S., Harris, K., & Chorzampa, B. (2004) Extra spelling Instruction Promotes Better Spelling, Reading & Writing Performance. *CASAL News 9* | -When presented with a lesson that has already been developed, the group will clearly describe the lesson’s topic and objective(s), and state clearly how they would differentiate the lesson for a selected group of learners. In developing this assignment, students will develop relevant instructional materials to support their modifications. This assignment will be handed in next week.
-In small groups, each group will develop a spelling lesson using one of the spelling approaches: linguistic approach, phonetic approach, cognitive approach, test-study-test procedure, corrected-test method, and word study techniques. |
| 6 | Writing & oral language 314/13 | Chapter 10 | - As a group write a story using a process-oriented approach. Each group will go through each step in the process: planning, drafting, revising, editing, and publishing. - Each group will share their |
| 7. | Math Instruction  
3/11/13 | Chapter 11  
Sakai–Cole, J & Washburn-Moses,  
(2010) Going Beyond the “Math Wars,”  
p.15-19,  
Samuels, A. (2011)  
Response to Intervention in Math Seen as a Challenge.  
Vol 28, Issue 35 p.7.,  
Teaching Secrets Math  
www.touchmath.com/ | -The class will be divided into cooperative learning groups. Each group will develop and present a mathematics lesson using the problem-solving principles presented in the chapter. Each group will present its lesson to the class and share how they incorporated the problem-solving principles for teaching mathematics  
-A handout will be distributed containing three word problems. In small groups the class will describe five ways they could assist students in solving each of the word problems. |
| 8. | Collaborative relationships, Co-teaching, Para-professionals  
3/25/13 | Chapter 4  
Sakai – Co-teaching Examples,  
Treaky, D. & Gurganus, S. (2010)  
Models for special needs students.  
Teaching Children Mathematics p. 483-490  
**Cooperative learning due** | -Power of Two video  
-Panel of students who have witnessed co-teaching will describe their observations  
-The class will be divided into small groups. Each group will discuss how they would respond to one of the following situations: (1) You expect your paraeducator to work independently with little supervision, but your paraeducator seeks your guidance frequently and prefers a predictable schedule; (2) You assign your paraeducator to perform mostly clerical tasks; however, your paraeducator would like to be working directly with students; (3) You observe your paraeducator violating confidentiality; and (4) You notice a paraeducator inadvertently coaching a student during a test. |
| 9. | Large & small group instruction, cooperative learning, and peer tutoring | Chapter 9 Sakai – Cooperative Learning & Race, *How Cooperative Learning Works for Special Education Students* Co teaching due | -Watch a U-tube on Expectancy Theory-take notes and also relate to motivation  
- In a group develop & present a lesson using a selected cooperative learning format |
|----|-------------------------------------------------|-----------------------------------------------------|--------------------------------------------------|
90-92, 326-327, 275-276, 181, 294-295, | -Students will complete a hearing impairment activity.  
-As a group students will explain how they will modify their physical classroom & instruction for students with vision & hearing disabilities. |
modification lesson due | Each group will develop either a graphic organizer, concept teaching routine, anticipation guide, or semantic web for a portion of the content presented in this chapter. Which would help you learn the information best? |
| 12. | Grading in the classroom Memory | Chapter 12 *Strategy training report due* | -Following instructor demonstration of memory, students will develop strategies to help students remember specific things.  
- Presented with an assessment students will determine how to modify the assessment for at-risk students |
<p>| 13 | Understanding students who are at-risk and working with parents | Chapter 3 &amp; p. 156-171 | -Each group will be given a vignette of a situation describing a case of suspected child abuse. Ask each group to discuss the vignette and outline the steps they would take if they were confronted with this situation and present the situation to the class. |</p>
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-Design and role play a parent conference on the topic given to your group

In small groups generate three hypothetical examples of problems students with disabilities might encounter in the general education classroom. Each group will present their examples and solutions to the class.

| 15 | Non-cumulative test |   |

** The course schedule may be subject to change.