

**Inclusive Teaching in Education**  
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**Spring, 2013**

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**Class Meeting:** Dates: Thursday January 24 – Thursday May 9, 2013  
Location: FH-A1  
Time: 4:50-7:30  
Office hours: By Appointment

**Text:** *Creating Inclusive Classrooms* by Spencer Salend (ISBN# 0-13-227235-0) Pearson - Prentice Hall, 7<sup>th</sup> edition and the “myeducationlab” supplement

Additional required readings available online at **SAKAI:** <https://sakai.rutgers.edu>

**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*)

## **Policies**

### **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 5% points 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 points 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.

### **Course Requirements:**

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

- 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:**

- Additional assignments will be given out at the beginning of class. If late to class students will be responsible for checking with other students.
- Late assignments are accepted only at the discretion of the instructor. If you are absent the day an assignment is due, you must email the assignment to the instructor or the assignment will be counted as late and 5 percentage points will be deducted per day.
- 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 without documenting the source, 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 cognitive disabilities” are preferred over adjectival constructions such as “cognitively disabled 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” “typically developing” or “students without learning disabilities” should be used. See the APA Manual for more information on person-first terminology.
- 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 (5<sup>th</sup> Edition). In particular, references should be noted in the body of your work, as well as on a separate reference page.
- Papers will be graded within 14 days of their due date.

#### **Assignments:**

## **Differentiated Unit Plan – 100 points**

Due:– **sign up**

### **Objective:**

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.

This is a group assignment (maximum of 3 to a group, but students may work alone or in pairs) and you will be given class time from **January 31st** until **March 14** to work together as a group to complete the assignment. You will sign up for a presentation date and will hand in your unit on the day you present it. Your presentation should be about 15 minutes long, plus 5 minutes for questions for a total of 20 minutes. As a basis for this assignment, you will use a unit developed for a previous class or from another source. When you hand in your unit, there should be a list of group members and the components of the unit that each member was responsible for. You will receive a group grade and an individual grade for this assignment.

### **Introduction – 1-2 pages:**

- First, identify at least three types of at-risk students that you will differentiate for in your class. You must include students with learning disabilities, plus at least two other types (only one may be a low incidence disability). At least one of your students must have a reading disability.
- Second, provide a short description of the school setting where your unit will take place, and explain how your lessons will relate to your students' life experiences. What prior knowledge do students need to be successful with your unit, how will you assess if they have that knowledge, and what steps will you take if they don't have that knowledge?
- List the core content standards you will be using and the modified objectives.

### **Differentiation – (Differentiated Unit Plan) 15-20 pages**

- Within your unit use ***bold italics*** to describe how your overall objectives, assignments, and assessments will be modified for students with learning problems. Adapt these modifications to your specific discipline, grade level, and the disabilities you have selected. The modifications should include adaptations in the areas of reading, writing, and (if possible) materials and assistive technology.
  - Examples of some modifications you could include: study guides, graphic organizers, mnemonic methods, alternative assessments, etc.
- How will students monitor their progress? (Formative and Summative Assessments) How will you adapt the textbook, written information and handouts, and activities?
- One lesson will include a cooperative learning activity. You will explain how students will be grouped and graded and how you will accommodate for student differences.

- One lesson will be team-taught. You will describe each teacher's (general and special education) responsibilities for the lesson. *The cooperative learning and team-taught lessons should be clearly identified.* Check the rubrics for these lessons on Sakai to make sure you include all of the details.
- How will you use technology to supplement or reinforce your lessons? Use at least two outside reference sources (other than the text) for your project and cite them in your report
- Include a separate reference sheet using APA format
- Check the rubric on Sakai to make sure you have included all the information required for this assignment.

### **Unit PowerPoint Presentation – 25 points**

Your presentation should be about 15 minutes long, plus 5 minutes for questions (total of 20 min.) Check the rubric on Sakai. You will hand in your unit on the day of your presentation. For your presentation explain:

1. Unit objectives
2. Who your unit was planned for – students with disabilities, location (school setting)
3. Specific accommodations made for diverse learners in terms of
  - a. Teaching concepts
  - b. Engaging learners
  - c. Structuring independent practice
  - d. Using technology to accomplish the above
  - e. Modifications made to printed materials and other resources.
4. Bring in one example of the above accommodations to present to the class.

### **Behavior Intervention Plan – 40 points (5-7 pages)**

Due: 4/11

You will develop a behavior intervention plan based on a video or case study presented in class. Follow the instructions in the text (Ch. 7) for creating a behavior intervention plan. The parameters of a functional behavioral assessment and the development of a behavior intervention plan will be presented in class and information is also included in the text. Use the rubric posted on Sakai as a guide for writing up your analysis of the behavior and your plan to control that behavior.

### **Technology Assignment (In pairs) - 25 points**

Due date – Sign up

There are two components to the technology assignment:

- 1.) A presentation/demonstration with a one page handout for each class member
- 2.) A written report of 2 to 3 pages. The technology report can be based on a suggestion made in the text (the Using Technology to Promote Inclusion section at the end of most chapters).

- For example, it can be a classroom adaption that you will demonstrate to the class, such as using specific internet sites or software to supplement a lesson.

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 3<sup>rd</sup> week of class. Follow the rubric on Sakai.

**Class work – 100 points**

Class work will be a composite of class participation, work on in-class assignments, short quizzes and attendance.

**\*\* Schedule is subject to change**

Date	Topic	Reading assignment	Myeducationlab	Activity
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1/24	What is special education and inclusion, the history & laws of special education, the structure of support services in New Jersey	Chapter 1	p. 14 Exploring Inclusion p. 31 Creating a Classroom Environment  <b>(In-class)</b>	-Introductory form -Discussion questions from the manual -Training video
1/31	How are students identified for special education, characteristics and interventions used with specific disabilities	Chapter 2	Watch above Instructor will present from site and Youtube YouTube Activity <b>(In-class)</b>	Activities from the Disabilities-Awareness packet
2/7	Differentiated Instruction	* Chapter 8 p. 284-296 *Sakai Reading: Strategies for Differentiation	p. 287 Differentiating Instruction for students with disabilities  <b>(Homework due 2/14)</b>	<b>Technology Assignment Presentations Begin</b>  -Disabilities Quiz -Write objectives in special education format
2/14	Large & small group instruction, note taking Cooperative learning for students with learning problems	*Chapter 9 *Sakai Reading: How Cooperative Learning Works for Special Education and Remedial Students	p. 362: Small group instruction  <b>(In-class)</b>	-Watch a Youtube on Expectancy Theory-take notes and also relate to motivation - In a group develop & present a lesson using a selected cooperative learning format
2/21	Differentiating reading & writing	*Chapter 8- p. 296-307 *Chapter 10	p. 387 PALS Select the grade level that interests you <b>(In-class)</b>  * Class wide Peer Tutoring Science Vocabulary (in class)	Demonstrate peer tutoring in reading with instructor selected materials
2/28	Co-Teaching	Chapter 4: p. 142-155 Sakai: <b>Co-teaching</b>	p. 143 Related service providers <b>(Homework due 3/7)</b>	-Power of Two video -Panel of students who co-taught
3/7	Differentiating math, science, social studies & literacy Culturally & linguistically different students	*Chapter 11 p. 431-449 *Chapter 3 p. 100-117 *Chapter 6 p. 222-224, *Chapter 8 p. 307-314	p. 433 CSR-content area teachers teaching reading comprehension (Reading Comprehension and Reading Aloud) <b>(In-class)</b>	-Group demonstration of culturally responsive teaching strategies -Discuss Culturally Responsive Teaching Environment
3/14	Grading & assessment Memory	*Chapter 12 & *p 445-446	p. 462 Accommodations for Standardized tests <b>(Homework due 3/28)</b>	Following instructor demonstration of memory, students will develop strategies by

				major. Presented with an assessment students will determine how to modify the assessment for at-risk students
3/21	<b>Spring Break</b>			
3/28	Behavior	Chapter 7	p. 251 Positive Behavior Support in the classroom <b>(In-class)</b>	<b>DIFFERENTIATED UNIT PLAN PRESENTATIONS BEGIN</b> Students will watch a video and complete a behavior chart
4/4	Working with professionals & families Acceptance & Friendship	*Chapter 4 p. 156-172  *Chapter 5	Effective Communication with Parents <b>(In-class)</b>	As a group develop a list of available community and county resources. Share with other members of the class.
4/11	Social and Personal aspects of inclusion	Chapter 5 &  * p. 118-130, 210-219, 230-237	p. 189: Self esteem, & cultural diversity <b>(Homework due 4/18)</b>	<b>BEHAVIOR INTERVENTION PLAN</b> Divide the class into small groups to generate three hypothetical examples of problems students with disabilities might encounter in the general education classroom. Ask each group to present their examples to the class.
4/18	Social and Personal aspects of Inclusion	Chapter 5 & p. 118-130, 210-219, 230-237	English Language Learners in the Classroom	ONLINE CLASS
4/25	Vision Hearing	p. 90-92, 92-94, 181, 275-276, 278, 294, 294-295, 324-326, 326-327, 367,	P. 329 Sign Language interpretation p. 94: Visual impairment- Inclusion in Extracurricular activities <b>(In-class)</b>	Students will complete a hearing impairment activity. As a group students will explain how they will modify their physical classroom and instruction for students with vision and hearing difficulties
5/1	IEPs: the general educator responsibility	p. 49-62	p. 52: understanding the IEP Document	Students will review an IEP. Given a case

			<b>(Homework due 5/9)</b>	study the will develop accommodations for the case assigned to their group.
<b>5/9</b>	<b>Non-cumulative Test</b>			

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