

Rutgers GSE

15:293:523 - Inclusive Teaching in Education

Section: 51362

" The student is infinitely more important than the subject matter."

Nel Noddings, Caring

Instructor:

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Class Meeting:

Dates: **Thursday, January 24 – Thursday, May 2, 2013**

Location: **Frelinghuysen Hall (FH), Room A4**

Time: **4:50 PM - 7:30 PM**

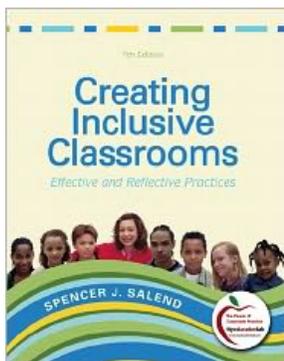
Office Hours: On-line or by appointment after class

Required Text:

1. Creating Inclusive Classrooms: Effective and Reflective Practices, 7/E Salend

ISBN-10: 0137030746 • ISBN-13: 9780137030743

©2011 • Paper, 560 pp.



2. MyEducationLab -- Valuepack Access Card

Education

ISBN-10: 0135140870 • ISBN-13: 9780135140871

©2009 • Access Code Card

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

***Bring your book to each class & have access to MyEducationLab**

Teaching Statement:

Welcome to **15:293:523 - Inclusive Teaching in Education!** I am very excited about working with you this semester. Through in-class and on-line discussions, independent reading, projects and a variety of interesting assignments you will be able to gain information, reflect on your own teaching readiness and apply new skills.

It is important for you to know that support is available to you. Please ask for clarification or help at any time in class or by email. I believe in your ability to perform well and expect that you will put great effort into your work in and out of class. You will have an opportunity to grow as a learner this semester via increased knowledge, improved ability to think critically and integrating information learned. I am looking forward to working with you and want your learning experience to be very positive.

Academic accommodations:

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:

http://disabilityservices.rutgers.edu/

E-mail Address: dsoffice@rci.rutgers.edu

Phone: (848) 445-6800 • **Fax:** (732) 445-3388

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 rosters 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.

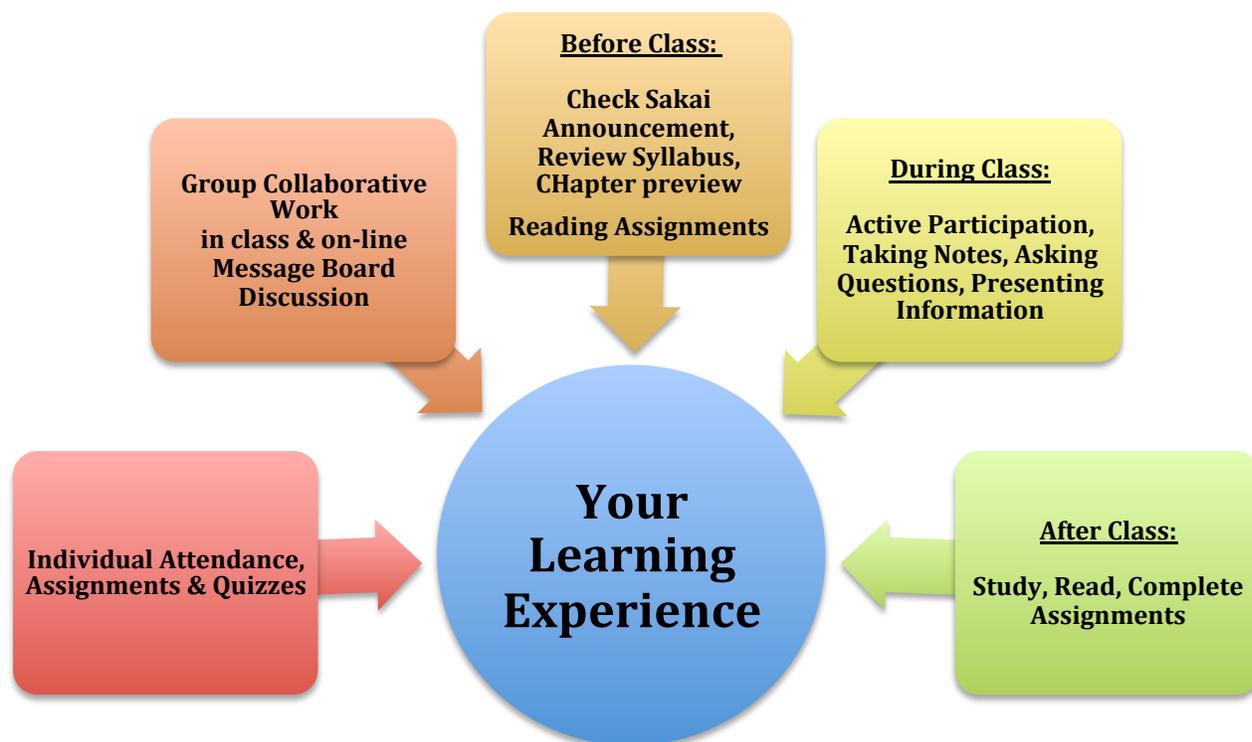
Course Objectives:

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. *(PTS5iii1,2; 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; CECCC710-11)*
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)



COURSE REQUIREMENTS:

Attendance Policy:

Students are expected to attend every class. Class starts at 4:50 pm sharp and will continue until exactly 7:30 pm. There will be a 15 minute break. Students are expected to arrive at class a few minutes before class begins. Do not schedule any appointments or job activities that would require you to miss any part of the class. In case of emergencies, illnesses, religious observance, or other serious needs, students must notify instructor by email as soon as the issue is known and to arrange making up all missed classwork. 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 will be absent. Missing more than one class for any reason will negatively affect final grade.

Expectations:

1. Students are expected to read assigned material BEFORE each class; they are responsible for reading, taking notes and understanding assigned material in the textbook. Even material not covered in class may appear on your tests and exams. 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. Additional assignments will be given out at the beginning of class. If late to class students will be responsible for checking with other students.

2. 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. When you are working on your assignments – **please follow directions carefully and make sure not to plagiarize** (work can be checked for originality).

3. Assignment Submission Policy:

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 (6th Edition). In particular, references should be noted in the body of your work, as well as on a separate reference page. Use APA style. All written papers must be **completed in MS Word, or saved as Word format documents (Your First and Last Name_Title.doc)** and submitted electronically on or before the due date by using Assignments on Sakai. *Some projects will also require you to bring a hard copy of your paper to class on the due date.

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

4. Late assignments will only be accepted up to two weeks after the due date, with the permission of the instructor and **5 percentage points will be deducted for each day late**. If you are absent the day an assignment is due, you must submit the assignment via Sakai by the due date or before.

5. 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 (6th edition) for more information on person-first terminology.

6. Miscellaneous:

- a. **Please do not use computer, iPad or cellphone during the class.** [PLEASE - NO TEXTING.](#) If you expect an important call – let me know in advance, set your phone to silent mode and take a seat by the door.
- b. Check announcements and additional resources on Sakai.
- c. Bring textbook, notepaper, pen or pencil, and highlighter to class every week.
- d. To complete assignments for class, you will need to have an access to a computer, Internet, and MyEducationLab outside of the class.

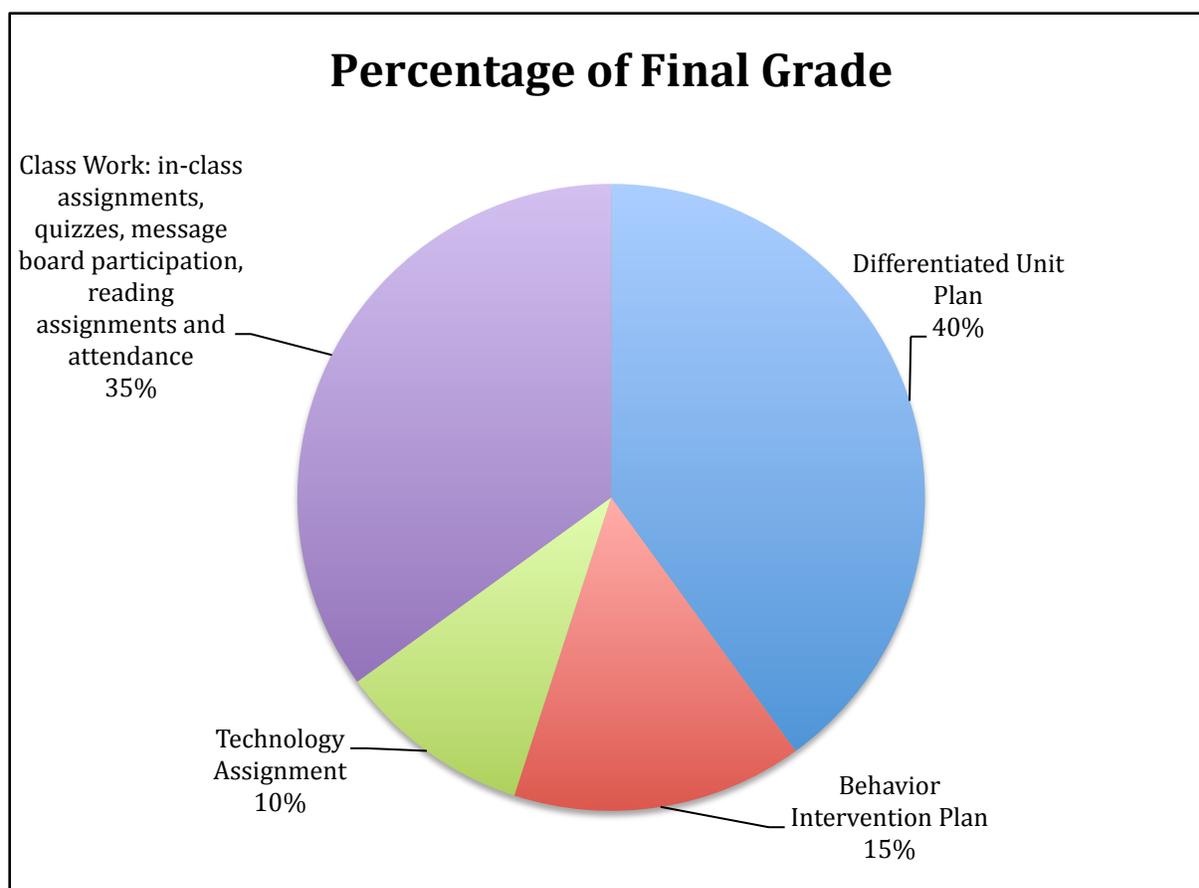
7. Class Cancellation

You will receive an email from me if class is cancelled. If class is cancelled due to inclement weather students should check SAKAI for replacement assignments.

Final Grades:

Number grades will be converted to letter grades as follows:

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

**Major Class Assignments:****I. Differentiated Unit Plan – (40%)**

Due date – sign up on Wiki on Sakai

This is a group assignment. You will be assigned to a group based on the type of certification toward which you are working. 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, with 5 minutes for questions. As a basis for this assignment you will use a unit developed for a previous class or from another source.

1. 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.

2. Introduction – 1-2 pages:

First identify at least three types of at-risk students that you will be differentiating 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 problem. Second have 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. Differentiation – 2-3 pages, plus the unit plan itself

To start, what prior knowledge do students need to be successful with your unit and what steps will you take if they don't have that knowledge. Next select three general modifications that you will make for your unit and describe them in detail. Make sure to 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 (if possible) materials and assistive technology. Examples of the modifications you could make are study guides, graphic organizers, mnemonic methods, alternative assessments, etc.

Within your unit use ***bold italics*** to describe how your overall objectives, assignments and assessments will be modified for students with learning problems. How will students monitor their progress? How will you adapt the textbook, written information and handouts, and activities? 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. One lesson will be team-taught and 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 have included 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, as well as on a separate reference sheet.

4. Presentation

Your presentation should be about 15 minutes long, with 5 minutes for questions. You will hand in your unit on the day you present it. Along with your unit should be a list of group members and which components of the unit that they were responsible for. You will receive a group grade and an individual grade for this assignment. Prepare and bring a one to two page handout, with main components of your unit, for class members.

For your presentation explain:

1. Unit objectives
2. Who your unit was planned for – disability, location
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 show the class.

II. Behavior Intervention Plan – (15%)

You will develop a behavior intervention plan based on a video or case study presented in class. 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.

III. Technology Assignment - (10%)

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 and
- 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 adaptation 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 3rd week of class. Follow the rubric on Sakai. You will work alone or in pairs for this assignment.

IV. Class work – (35%)

Class work will be a composite of class participation, work on in-class assignments, exams, tests & quizzes, message board participation, reading assignments and attendance.

V. Extra Credit Opportunities – 2%

There are two opportunities to earn extra credit points:

1. Submit a copy of your notes from class lectures and activities, and from reading the chapters.
2. Interview a teacher who is currently working as a part of a co-teaching team. Write a short report (2-3 pages), including grade level, subject, location, and benefits /challenges of working in team.

Tentative Course Outline

*All dates, topics and assignments are subject to change;
additional reading might be assigned during classes
and will be posted on Sakai*

**It is each student's responsibility to stay informed by attending each class,
checking Announcements on Sakai and reading emails.**

Date:	Topic	Reading Assignment	MyEducational Lab	Activities
Week 1 1/24/13	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.37 Creating a Supportive Classroom Climate	-Course Introduction -Introductory Form -MyEducationLab - introduction -Discussion questions from the manual
Week 2 1/31/13	How are students identified for special education,	Chapter 2	Watch above instructor will present from site	Activities from the disabilities packet

	characteristics and interventions used with specific disabilities		and Utube	
Week 3 2/7/13	Differentiated Instructions	Chapter 8 pp. 284-296 Sakai – articles on Differentiation	p. 287 Differentiating Instructions	-Disabilities Quiz -Write Objectives in special education format
Week 4 2/14/13	Large and small group instruction, note taking Cooperative learning for students with learning problems	Chapter 9 Sakai- Cooperative Learning & Cooperative Learning & Race	p. 362 substitute Cooperative groups for small group instruction	-Watch a U-tube on Expectancy Theory-take notes and also relate to motivation -In group develop & present a lesson using selected cooperative learning format
Week 5 2/21/13	Differentiating Reading & Writing	Chapter 8, pp. 296-307 Chapter 10	p. 387 PALS Select grade level you are interested in	Demonstrate peer tutoring in reading with instructor – selected materials
Week 6 2/28/13	Co-Teaching	Chapter 4, pp. 142-155 Sakai – Co-teaching	p. 143 Related Service Providers	-Power of Two – video -Panel of students who co-taught
Week 7 3/7/13	Differentiating Math, Science, Social Studies & Literacy Culturally & Linguistically different students	Chapter 11, pp. 431-449 Chapter 3 pp. 100-117 Chapter 6 pp.222-224 Chapter 8, pp. 307-446	P. 433 CSR- content area teachers teaching reading comprehension	-Group demonstration of culturally responsive teaching strategies

Week 8 3/14/13	Grading & Assessment Memory	Chapter 12 & pp. 445-446	p. 462 Accommodations for testing	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.
Week 9 3/21/13	Spring Break – NO CLASS			
Week 10 3/28/13	Behavior	Chapter 7	p. 251 Positive Behavior Supports	-Watch Video -Complete behavior chart
Week 11 4/04/13	Working with professionals & families Acceptance & Friendship	Chapter 4, pp. 156- 172 Chapter 5	p. 180 – select Culturally Responsive Environment	In group- develop a list of available community & county resources, share with the members of class
Week 12 4/11/13	Social & personal aspects of inclusion	Chapter 5 & pp. 118-130, 210-219, 230-237	p. 189 Self esteem & cultural diversity	Three small groups: each group will generate hypothetical examples of problems students might encounter in the general education classroom. Ask each group to present their examples to the class
Week 13 4/18/13	Vision Hearing	pp. 92-94, 324-326, 276, 278, 181, 294, 367, 90-92, 326-327, 275-276, 181, 294- 295	p. 329 Sign Language Interpretation P.94 Visual Impairment -	-Hearing Impairment activity -In small groups: How to modify

			collaboration	physical classroom & instruction for students with vision & hearing disabilities.
Week 14 4/25/13	IEP's the general educator responsibility	pp. 49-62	p. 52 Understanding the IEP	Students will review an IEP. Given a case study they will develop accommodations for the case assigned to their groups
Week 15 5/2/13	Course reflections Finals	Review for the Final Test	Final Test Where do we go from here? Review of the main topics and tips for practice	

Note for the professor:

1. The first step to receiving a good grade is reading and understanding requirements – **READ ALL DIRECTIONS CAREFULLY**

2. I have high expectations of you and believe that you can complete all work with motivation and effort. **ASK FOR HELP** when you need it.

3. **COMMUNICATE** – I am here to help you to succeed in this course and beyond.

“Believe in yourself! Have faith in your abilities! Without a humble but reasonable confidence in your own powers you cannot be successful or happy.”

Norman Vincent Peale