

Inclusive Teaching in Education
15:293:523
Spring, 2013

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Class Meeting: Dates: Thursdays - January 24 - May 8, 2013
Location: FH – A2 Time: 4:50 – 7:30 pm
Office Hours: By appointment

Text: *Creating Inclusive Classrooms* by Spencer Salend (ISBN#0-13-227235-0) Pearson-Prentice Hall, 7th 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:

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, ii3,7; 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 1i3, 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 5iii1,2,4; 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 3i3, 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 4iii1, 6i1; CECGC5S3)
8. Students will identify co-teaching and co-planning methods to strengthen consent 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.
- 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, 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 Date – sign up

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 23 until March 13 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 14 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. When you hand in your unit there should be a list of group members and the components of the unit that they were responsible for. You will receive a group grade and an individual grade for this assignment.

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.

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. 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. List the core content standards you will be using and the modified objectives.

Differentiation-

Within your unit use *bold italics* to describe how your overall objectives, assignments and assessments will be modified for students with learning problems. 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, pneumatic methods, alternative assessments, etc. Check the rubric on Sakai to make sure you have included all the information required for this assignment.

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 and 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, as well as on a separate reference sheet.

Unit Presentation – 25 points

Your presentation should be about 15 minutes long, with 5 minutes for questions. Check the rubric on Sakai. You will hand in your unit on the day you present it. 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 an example of the above accommodations to show the class

Behavior Intervention Plan – 40 points

Due 3/28

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. Use the rubric posted in Sakai as a guide for writing up your analysis of the behavior and your plan to control that behavior.

Technology Assignment – 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 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 in pairs for this assignment.

Class work – 100 points

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

Date	Topic	Reading Assignment	Myeducationlab	Activity
1/23	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	- Introductory form - Discussion questions from the manual - Training video
1/30	How are students identified for special education, characteristics and interventions used with specific disabilities	Chapter 2	Watch above Instructor will present from site and Utube	Activities from the Disabilities-Awareness packet
2/6	Differentiated Instruction	Chapter 8 p. 284-296 Sakai- articles on Differentiation	p.287 Differentiating Instruction	-Disabilities Quiz -Write objectives in special education format
2/13	Large & small group instruction, not 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 a group develop & present a lesson using a selected cooperative learning format
2/20	Differentiating reading & writing	Chapter 8 p. 296-307 Chapter 10	p. 387 PALS Select the grade level you are interested in	Demonstrate peer tutoring in reading with instructor selected materials
2/27	Co-Teaching	Chapter 4 p. 142-155 Sakai-Co-teaching	p. 143 Related service providers	-Power of two video -Panel of students who co-taught
3/6	Differentiating	Chapter 11	p. 433 CSR-	-Group

	math, science, social studies & literacy Culturally & linguistically different students	p. 431-449 Chapter 3 p. 100-117 Chapter 6 p. 222-224 Chapter 8 p. 307-314	content area teachers teaching reading comprehension	demonstration of culturally responsive teaching strategies
3/13	Grading & assessment Memory	Chapter 12 & p. 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
3/20	Spring Break			
3/27	Behavior	Chapter 7	p. 251 Positive behavior supports	Students will watch a video and complete a behavior chart
4/3	Working with professionals & families Acceptance & Friendship	Chapter 4 p. 156-172 Chapter 5	p. 180, but select Culturally Responsive Environment	As a group develop a list of available community and county resources. Share with other members of the class.
4/10	Social & personal aspects of inclusion	Chapter 5 & p. 118-130, 210-219, 230-237	p. 189 Self-esteem & cultural diversity	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.
4/17	Social & personal aspects of inclusion	Chapter 5 & p. 118-130, 210-219, 230-237	p. 189 Self-esteem & cultural diversity	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
4/24	Vision Hearing	p.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-collaboration	Students will complete a hearing of impairment activity. As a group students will explain how they will modify their physical classroom & instruction for students with vision & hearing disabilities.
5/1	IEP's the general educator responsibility	p. 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 group
5/8	Non-Cumulative test			

****Schedule is subject to change**