

Inclusive Teaching in Education
15:293:523:92
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Weekly Course Schedule:

- ◆ Each week starts at 12AM Monday.
- ◆ By Wednesday at noon, you are required to respond to the discussion question.
- ◆ If I reply with a follow-up question, I will do so by 11PM Thursday evening.
- ◆ Final replies to your discussions are due on Sunday at midnight.
- ◆ Any assigned homework is due on Sunday at midnight.

We will not have a weekly check-in time, and work may be completed at your own pace within the time frames noted above. You are encouraged to read and respond to your classmates' posts to further enrich the online classroom environment. Remember to use proper response etiquette. (NO SHOUTTY CAPITALS, for example.) Healthy debate can lead to growth and learning, but please be courteous and respectful of opinions that differ from your own.

Office hours: Please direct all course-related questions to the discussion area I've set up entitled "Virtual Office Hours" rather than via email, so that all class members may benefit from your inquiry. Click on the link for more details about types of questions to direct to this thread.

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

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 classified students (students that qualify for Special Education services). 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 1 iii1,2; 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 CC7I0-11)*
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)*

Assignment Synopsis/Calculation of Grades:

Syllabus Agreement and Quick Bio – 5%
Weekly participation in Discussion Question –35%
Differentiated Unit Plan and Presentation – 40%
Behavior Intervention Plan – 20%

**Late assignments will only be accepted with the permission of the instructor and will lose 5% points for each day they are late.

Assignment Submission:

Assignments are to be submitted via the drop box of our eCollege website. This will allow for expeditious returns with feedback in a timely manner. Please do not email me assignments unless otherwise specified.

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:

- 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 (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

Syllabus Agreement and Quick Bio

Due date – 2/3

As this is an online course, it is important for you to read each instruction thoroughly, and understand what is expected of you. I will go into more detail about each item outlined in the syllabus as the course goes on, but I want to ensure that you have read and have a basic understanding of the course requirements. Please save the syllabus for you own files, and read through it carefully. Write your name on the bottom right hand corner of the very last page, and submit it to the drop box.

Additionally, I’ve added a section under the first unit “Course Introduction” in which you are expected to write a quick bio of yourself, so that we may get to know each other in this forum. An example has been provided.

Weekly Participation in Discussion Question

Due Wednesday at noon; Final replies due Sunday at midnight

Discussion questions will be created based on assigned readings; it is important that students keep up-to-date on their reading in order to create thoughtful, informed responses, which will in turn enrich the amount of knowledge you will take from this course. Each discussion will be graded on a scale of 0-100 for both your original and follow-up posts. Full credit is given for on-time responses which demonstrate you have read, studied and pondered the information and topic/question. Initial posts should be no more than 400 words and all deadlines must be met.

Differentiated Unit Plan and Unit Presentation

Due date – 5/13

This is a group assignment* (maximum of 3 to a group, but students may work alone or in pairs). As a basis for this assignment you will use a unit developed for a previous class or from another source. You will modify the unit based on a number of criteria outlined in the detailed description of this assignment, which will be posted in doc sharing with an accompanying rubric the fourth week of the course. Information that you gain throughout the semester is expected to be incorporated into your unit plans, thus it is expected that you work on the plan weekly beginning the fourth week of the course.

A presentation component will accompany the unit, and should be about 15 minutes long. You will be expected to submit both a visual presentation (such as a Powerpoint, Prezi, or Glogster), and an auditory component. Most presentation software allows you to create a voice-over component, but you also have the option to use a video recording device, other screencasting software, or web conferencing software such as ClassLive found on eCollege. You will independently research and choose the method that works best for you.

*If you choose to work in a group, you may either choose to meet in person, or through online resources, such as Google Docs, or other collaborative software of your choice. Please feel free to make suggestions in the Chat area of eCollege.

Behavior Intervention Plan

Due 3/31

You will develop a behavior intervention plan based on a video shown in Week 7. The parameters of a functional behavioral assessment and the development of a behavior intervention plan will be presented and information is also included in the text. A rubric will be posted in doc sharing as a guide for writing up your analysis of the behavior and your plan to manage that behavior.

Class Schedule**		
Date	Topic	Reading assignment
Week 1 1/28-2/3	Course Introduction, navigating eCollege, Impact of Inclusion Quick Bio and Syllabus Agreement Due 2/3	Syllabus
Week 2 2/4-2/10	What is special education and inclusion, the history & laws of special education, the structure of support services in New Jersey	Chapter 1
Week 3 2/11-2/17	How are students identified for special education, the IEP process, characteristics and interventions used with specific disabilities	Chapter 2
Week 4 2/18-2/24	Differentiated Instruction Differentiated Unit Plans Rubric Posted	Chapter 8 p. 284-296

Week 5 2/25-3/3	Large & small group instruction, Cooperative learning for students with learning problems	Chapter 9
Week 6 3/4-3/10	Behavior Behavior Intervention Plan Rubric Posted	Chapter 7
Week 7 3/11-3/17	Co-Teaching	Chapter 4 p. 142-155
Spring Break		
Week 8 3/25-3/31	Working with professionals & families Behavior Intervention Plan Due 3/31	Chapter 4 p. 156-172
Week 9 4/1-4/7	Differentiating reading & writing	Chapter 8 p.296-307 Chapter 10
Week 10 4/8-4/14	Differentiating math, science, social studies & literacy	Chapter 11 p. 431-449
Week 11 4/15-4/21	Culturally & linguistically different students	Chapter 3 p.100-117 Chapter 6 p. 222-224, Chapter 8 p. 307-314
Week 12 4/22-4/28	Grading & assessment Memory	Chapter 12 & p445-446
Week 13 4/29-5/5	Vision Hearing	p. 92-94, 324-326, 276, 278, 181, 294, 367 90-92, 326-327, 275-276, 181, 294-295
Week 14 5/6-5/12	Acceptance & Friendship Social & personal aspects of inclusion	Chapter 5 & p. 118-130, 210-219, 230-237
Week 15 5/13	Differentiated Unit Plans and Presentations Due 5/13	

Schedule Subject to Change**

[Erase this text and insert your name here.]