

Inclusive Teaching in Education
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Spring, 2014

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Class Meeting: Dates: Thursday, January 23 – Thursday, May 8, 2012
Location: Frelinghuysen A4
Time: 4:50PM-7:30PM
Office hours: By appointment only

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

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 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, 2 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 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 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.

Assignment Point Values

Technology Assignment - 25 points

Behavior Intervention Plan – 40 points

Differentiated Unit Plan – 100 points

Class work – 75 points

Total Points: 240

Assignments:

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 adaption that you will demonstrate to the class such as using specific internet sites or software to supplement a lesson. Additional topic suggestions will be presented in class, and you will sign up for a topic the second week. Include in your discussion and paper how this technology/site can be adapted to meet the needs of at-risk students. Presentations will start the 4th week of class. You will work in pairs for this assignment.

Behavior Intervention Plan – 40 points

Due 3/27

You will develop a behavior intervention plan based on a video shown in class. 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 distributed as a guide for writing up your analysis of the behavior and your plan to manage that behavior.

Differentiated Unit Plan and Unit Presentation – 100 points

Due date – 5/1

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 rubric which will be distributed and discussed in class. Information that you gain throughout the semester is expected to be incorporated into your unit plans, and you will be given time to work on your differentiation in class with weekly focus questions that align with the rubric. A presentation component will accompany the unit, and should be about 15 minutes long.

Class work – 75 points

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

Class Cancellation

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

Class Schedule**		
Date	Topic	Reading
January 23	Course Introduction, What is special education and inclusion, the history & laws of special education, the structure of support services in New Jersey	Syllabus Chapter 1
January 30	How are students identified for special education, the IEP process, characteristics and interventions used with specific disabilities	Chapter 2
February 6	Large & small group instruction, Cooperative learning for students with learning problems	Chapter 9 <i>Additional readings on sakai</i>
February 13	Differentiated Instruction	Chapter 8 p. 284-296 <i>Additional readings on sakai</i>
February 20	Behavior	Chapter 7
February 27	Co-Teaching	Chapter 4 p. 142-155 <i>Additional readings on sakai</i>
March 6	Differentiating reading & writing	Chapter 8 p.296-307 Chapter 10
March 13	Differentiating math, science, social studies & literacy	Chapter 11 p. 431-449 <i>Additional readings on sakai</i>
Spring Break		
March 27	Working with professionals & families	Chapter 4 p. 156-172

	Behavior Intervention Plan Due	
April 3	Culturally & linguistically different students	Chapter 3 p.100-117 Chapter 6 p. 222-224, Chapter 8 p. 307-314
April 10	Grading & assessment Memory	Chapter 12 & p445-446
April 17	Vision Hearing	p. 92-94, 324-326, 276, 278, 181, 294, 367 90-92, 326-327, 275-276, 181, 294-295
April 24	Acceptance & Friendship Social & personal aspects of inclusion <i>Differentiated Unit Plan Presentations</i>	Chapter 5 & p. 118-130, 210- 219, 230-237
May 1	<i>Differentiated Unit Plan Presentations</i>	
May 8	<i>Differentiated Unit Plans Presentations</i> Non-cumulative test	

Schedule Subject to Change**