

Rutgers GSE

Inclusive Teaching in Education

15:293:523:07

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

Nel Noddings, Caring

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Class Meeting:

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

Location: **Frelinghuysen Hall (FH), Room A2**

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

Office Hours: On-line or by appointment after class

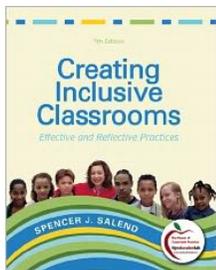
Required Text:

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

ISBN-10: 0137030746 • ISBN-13: 9780137030743

©2011 • Paper, 560 pp.

**Please bring textbook to every class*



2. Additional required readings available online at SAKAI:

<https://sakai.rutgers.edu>

Welcome to **15:293:523:07 - 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 at the beginning of the course. 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).

| Course Objectives | NJ Teaching Standards |
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| <ol style="list-style-type: none"> 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. <i>(PTS 5iii1,2; CEC CC4S3)</i> 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. <i>(PTS 1 ii3, 4 I,2, iii3,7; CEC CC7K2, CC7K4)</i> 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. <i>(PTS 1 i3,4, iii2; 4i;4 iii2,4,5; CEC GC4S1-5,10-11, 14-16, GC62-4)</i> 4. Students will plan and implement lessons and units using effective instructional activities and formative assessment to monitor progress. <i>(PTS 5 iii1,2,4; CEC CC710-11)</i> 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. <i>(PTS 3 i3, iii3; 6 ii2,5,6; 7 iii3; CEC CC7S1)</i> 6. Students will be able to identify and implement appropriate modifications and accommodations for students. <i>(PTS 2iii; 4i3; 7i4; CEC GC4S7)</i> 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. <i>(PTS 4 iii1, 6 i1; CECGC5S3)</i> 8. Students will identify co-teaching and co-planning methods to strengthen content acquisition of individual with disabilities. <i>(PTS 9 ii3; CEC CC10K1, CC10S6)</i> 9. Students will identify the roles and responsibilities of paraprofessionals | <p>The Learner and Learning, Standard #2, Learning Differences</p> <p>The Learner and Learning, Standards #3, Learning Environments</p> <p>Instructional Practice, Standard # 6, Assessment</p> <p>Instructional Practice, Standard #7, Planning for Instruction</p> <p>Instructional Practice, Standard #8, Instructional Strategies</p> <p>Professional Responsibility, Standard #9, Reflection and Continuous Growth</p> <p>Professional Responsibility, Standard #10, Collaboration</p> |

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| 10. | 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) Students will incorporate and implement instructional and assistive technology into students' educational programs. (PTS 4i4; CEC GC4S7, CC7S0) |
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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 the 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, five 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. Scores received on group assignments completed in class will be included in the class participation component of the course grade. 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 a traditional/professional font (e.g., Times New Roman) in a 12-point size. 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. An assignment's grade will be lowered by 5% points for each day the assignment is late. If you are absent the day an assignment is due, you must submit the assignment via Sakai before or on the due date.

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 a computer, tablet or cellphone during the class for any purposes besides class related activities. Please, no texting in class. If you expect an important call during class – set your phone to silent mode and take a seat near the door.
- b. Check announcements and additional resources on Sakai.
- c. Bring textbook, notepaper, pen or pencil, and highlighter to every class.
- d. To complete assignments for class, you will need to have access to a computer, and the Internet. outside of 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:

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

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 you are working towards. 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 – one to two pages:

- First, identify at least three types of at-risk students that will 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.
- List the core content standards you will be using and the modified objectives.

3. 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 needs to 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 needs to 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.

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 the 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%)

Due date – March 13, 2014

You will develop a behavior intervention plan (5-7 pages) based on a video or case study presented in class. Follow the instructions in the textbook (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. This information is also included in the textbook. Use the rubric posted on Sakai as a guide for writing your analysis of the behavior and your plan to control that behavior.

III. Technology Assignment - (10%)

Due date – sign up on Wiki on Sakai

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 (2-3 pages)

The technology report can be based on a suggestion made in the textbook (the Using Technology to Promote Inclusion section at the end of most chapters). For example, it can be a classroom adaptation such as using specific Internet sites or software to supplement a lesson, that you will demonstrate to the class. 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 third 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, tests and quizzes, message board participation, reading assignments, and attendance.

V. Extra Credit Opportunities – (2% each)

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, readings and assignments are subject to change – check Sakai announcements before each class. 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.

| Date: | Topic | Reading Assignment |
|----------------------|---|--|
| Week 1 January 23 | Understanding Inclusion: special education and inclusion, the history & laws of special education, the structure of support services in New Jersey <i>Technology Assignment is assigned - sign up for the due date on Sakai</i> | Syllabus Chapter 1 Check Sakai for additional readings |
| Week 2 January 30 | Understanding Diversity 1: Strength and Challenges of Students with Disabilities (Identification of students for special | Chapter 2 Check Sakai for additional readings |

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| | <p>education & special ed. process, characteristics of students with specific disabilities and effective strategies, technology use for inclusion)</p> <p><i>Differentiated Unit Plan is assigned – sign up for the due date on Sakai</i></p> | |
| <p>Week 3 February 6</p> | <p>Understanding Diversity 2: Culturally & Linguistically Different Students</p> <p>Introduction to Differentiated Instructions for Diverse Learners</p> <p><i>Technology Presentation</i></p> | <p>Chapter 3 p.100-117 Chapter 6 p. 222-224, Chapter 8 pp. 284-296 & pp. 307-314 Check Sakai for additional readings</p> |
| <p>Week 4 February 13</p> | <p>Creating Classroom Environment & Promoting Positive Behavior</p> <p><i>Behavior Intervention Plan is assigned</i></p> | <p>Chapter 7 Check Sakai for additional readings</p> |
| <p>Week 5 February 20</p> | <p>Large & Small Group Instruction, Cooperative Learning for Students with Learning Problems</p> <p><i>Technology Presentation</i></p> | <p>Chapter 9 Check Sakai for additional readings</p> |
| <p>Week 6 February 27</p> | <p>Differentiating Instruction 1: Reading & Writing, & Literacy</p> <p><i>Technology Presentation</i></p> | <p>Chapter 8, pp. 296-307 Chapter 10 Check Sakai for additional readings</p> |
| <p>Week 7 March 6</p> | <p>Differentiating Instruction 2: Math, Science, & Social Studies</p> <p><i>Technology Presentation</i></p> | <p>Chapter 11 Check Sakai for additional readings</p> |
| <p>Week 8 March 13</p> | <p>Grading & Assessment</p> <p>Round Table - Behavior Interventions <u>Bring a hard copy of your behavior Intervention Plan</u></p> <p><i>Technology Presentation</i></p> | <p>Chapter 12 Check Sakai for additional readings</p> <p>Due: Behavior Intervention Plan (Submit on Sakai and bring hard copy to class)</p> |
| <p>Week 9</p> | <p>Spring Break</p> | |

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| Week 10 March 27 | Co-Teaching Memory <i>Technology Presentation</i> <i>Differentiated Unit Plan Presentations</i> | Chapter 4, pp. 142-155 & pp. 445-446 Check Sakai for additional readings |
| Week 11 April 3 | Working with Professionals & Families <i>Technology Presentation</i> <i>Differentiated Unit Plan Presentations</i> | Chapter 4, pp. 156-172 Check Sakai for additional readings |
| Week 12 April 10 | Social & Personal Aspects of Inclusion Acceptance & Friendship <i>Technology Presentation</i> <i>Differentiated Unit Plan Presentations</i> | Chapter 5 & pp. 118-130, 210-219, 230-237 Check Sakai for additional readings |
| Week 13 April 17 | Vision & Hearing Impairment Accommodations & Modifications <i>Technology Presentation</i> <i>Differentiated Unit Plan Presentations</i> | pp. 92-94, 324-326, 276, 278, 181, 294, 367, 90-92, 326-327, 275-276, 181, 294-295 Check Sakai for additional readings |
| Week 14 April 24 | IEP's the general educator responsibility ADHD – invisible disability <i>Technology Presentation</i> <i>Differentiated Unit Plan Presentations</i> | pp. 49-62 ADHD - Making The Invisible Visible Check Sakai for additional readings |
| Week 15 May 1 | Danielson, SGO, video, PARCC, common core Review for the Final Test <i>Technology Presentation</i> <i>Differentiated Unit Plan Presentations</i> | Check Sakai for additional readings Study Guide |
| Week 15 May 8 | Course reflections / survey Finals - Non-cumulative test | |

Note from the instructor:

“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

I have high expectations of you and believe that with motivation and effort, you can complete all work.

ASK FOR HELP when you need it.

The first step to receiving a good grade is reading and understanding requirements – **READ ALL DIRECTIONS CAREFULLY** before you start and **CHECK** that you have followed the directions after you are finished.

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