Learning goals

Course Objectives

Parenthetical information relates to New Jersey Professional Teaching Standards NJPTS.

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 (The Learner and Learning – 1. Learner Development & 2. Learning Differences, Content – 4. Content Knowledge & 5. Innovative Applications of Content)

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. (The Learner and Learning – 1. Learner Development & 2. Learning Differences, Content – 4. Content Knowledge & 5. Innovative Applications of Content)

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. (The Learner and Learning – 1. Learner Development & 2. Learning Differences, Content – 4. Content Knowledge & 5. Innovative Applications of Content)


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


9. Students will identify the roles and responsibilities of paraprofessionals related to instruction, intervention, and direct service; as well as are able to structure, direct and support the activities of paraprofessionals, volunteers, and tutors. *(Professional Responsibility – 9. Reflection & Continuous Growth & 10. Collaboration)*


**Catalog Description:**

This course focuses on instructional practices in special education. Students will learn to plan instruction for students with disabilities. They will learn a variety of research-based instructional strategies for diverse learners. Students will learn to develop lesson plans for a variety of instructional settings and in collaboration with other professionals. Research-based practices will be used to plan instruction, implement instruction, and evaluate instructional effectiveness. This course is taken in conjunction with a field placement, where students apply specific procedures and strategies from class.

**Course Description:**

The overarching goal of this course is to build both practical and theoretical understanding of the teaching techniques used with students who are at risk. This course focuses on instructional practices in special education. It explores special education approaches for teaching all subjects to students with disabilities and/or at-risk learners. Procedures covered in this course are applicable to inclusive, as well as more restrictive
settings, and addresses the needs of students from a broad array of cultural, linguistic, and economic backgrounds. This course is taken in conjunction with a field placement, where students apply specific procedures and strategies from class. Topical coverage includes the following:

- lesson planning and instruction in multiple learning environments
- characteristics of students with mild disabilities in multiple content areas
- research-based instructional strategies, modifications, & materials for teaching students with disabilities
- New Jersey Core Curriculum Content Standards (NJCCCS)
- New Jersey Professional Standards for Teachers (NJPST)
- The Danielson Framework and Teachscape Platform

Class materials/ Textbooks:

Text: *Creating Inclusive Classrooms* by Spencer Salend 7th Ed., 2011
ISBN# 0-13-978-0-13-703074-3 Pearson

Additional Readings/Sites (AR/ S):
1. Special Education Scenarios -
   This site provides examples of implementation of the Danielson principals for special education students with examples that range from Unsatisfactory to Distinguished.

2. The state department of NJ – Achieve NJ – presents everything you need to know about Student Growth Objectives. (SGO Training Modules How do I create a high quality SGO? Option 2–SGO guidebook – pg. 10 Setting Tiered SGO’s)
   http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml

3. Videos from Teachers College Reading and Writing Project. These videos go through the teacher evaluation process step-by-step.
   http://readingandwritingproject.com/resources/danielson-framework%20for%20Teaching.html

7. Lane, K., Harris, K.R., Graham, S., Weisenbach, J., Brindle, M., & Morphy, P.


**Grading policy:**

**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.

- All assignments are expected on time. Late assignments are accepted only at the discretion of the instructor and will, if accepted, be penalized 10% of their total worth for each day they are late. There will be no exceptions. If you are absent the day an assignment is due, you must email the instructor the assignment by the conclusion of class that day or the assignment will be counted as late and points will be deducted.

- **Note that a ‘late submission ‘penalty will be implemented for any and all parts of the e portfolio requirement.**

- 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, or work written for another professor’s course are all reasons for failure of this course and dismissal from this university.

- **Terminology:** Except where otherwise customary (e.g., deaf community terminology), students are expected to use person-first language when speaking of students with disabilities (e.g., student with a learning disability, NOT, LD student), and never use demeaning terms such as retard. Students should avoid terminology that objectifies human beings as “things” of pity, such as, wheelchair-bound, confined to a wheelchair, or suffers a disability.
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.

You must demonstrate better than satisfactory writing skill. If you are planning to teach students with disabilities (or any students) you must model mastery of the subjects you teach.

Page recommendations refer to the actual text of the paper (not including title page, references, or attachments).

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

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 10% of the grade 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 point 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.

Grading:

Number grades will be converted to letter grades as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>80-86%</td>
<td>B</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>70-76%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Assignments and Points
Unit Plan – 100 points
Submissions/postings: 20 points
Strategy Training – 100 points
Technology Assignment – 25 points
Original Strategy - 25 points
Attendance, Preparation & Participation – 75 points
Tests and quizzes – 75 points
Community Involvement/Reciprocity – 20 points
Video Taped Lesson with Lesson Plan and Reflections - 100 points
1. Attendance, Preparation, & Participation (75 points)

- **Attendance.** The nature of this course requires that students attend class regularly and participate actively. Two absences will be deemed excessive and 5 points will be deducted from the final grade for each absence. As a courtesy, please notify the instructor when an emergency or illness requires you to be absent from class. The instructor reserves the right to request documentation supporting reasons for absence.

- **Preparation.** Come to class prepared to discuss course materials and your experiences as a teacher intern. Students are expected to read assigned readings *prior to class* and to participate actively in class discussions and activities.

- **Participation.** There will be activities based on the reading in the text that are worth points. For example, you may be asked to demonstrate certain teaching strategies that are described in the text. If you are absent on that day you forfeit those points unless you have an excused absence.

- **Cell phone use:** please refrain from any use of cell phones during class. If you have an emergency, you may leave the classroom to address your needs and return upon satisfactory resolution without penalty.

2. Unit Plan

**Total Points – 100**

**Portfolio Submissions - 20**

The objective of this assignment is to put into practice the information taught in class regarding differentiating instruction for at-risk students, strategies, technology, activities, and formative assessment that is linked to objectives. Use the special education unit plan outline found on Sakai. Use the rubrics posted on Sakai which will clearly define unit plan requirements. **A unit plan completed on the special education unit plan form must be posted in your Teachscape portfolio and a final grade for the course will not be given until the unit plan has been posted for grading, as the portfolio posting of the unit plan from this course is a program requirement.**

**Co-teaching Lesson**

One lesson will be team taught and you will describe each teacher’s (general and special education) responsibilities for the lesson - be specific in terms of planning, grading, classroom organization and type of model used. This information can be included on a separate page attached to the back of your unit plan. Use the rubric posted on Sakai as a guide.

**Cooperative Learning Lesson**

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 **and train** students to work together. This information can be included on a separate page attached to the back of your unit plan. Use the rubric posted on Sakai as a guide.
**Modifications**

In all of your lessons in **Part VI Instructional Plan** you will describe how your overall objectives, assignments and assessments will be modified for students with learning differences. How will teachers and students monitor progress? How will you adapt the textbook, written information and handouts, activities and/or group activities? Will you use computer software to supplement or reinforce your lesson? **Use at least two outside reference sources (other than the text) for your project and cite them in the** body of your report, as well as on a reference page. Use the rubric posted on Sakai as a guide.

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**3. Strategy Training**  
**Points - 100**  
**Due –**

Select a student you will teach and monitor on a one-to-one basis using RAFT Strategy. Ideally this will be a student your Practicum teacher feels would be cooperative and benefit from instruction. **Meet with the student 7 to 8 times.** Failure to complete the minimal 7 sessions will result in a lower grade. Therefore, START EARLY! You will monitor (and chart) this student’s progress. This chart should be shared with the student during the process. Your chart should include pre and post test results. Describe this student’s current educational status and current learning environment. Explain how you arrived at a starting point for your instruction. Include a daily log of your activities (what did you plan to do and what did you actually do) and work samples that demonstrate progress (or lack of it). In conclusion, write an evaluation of your student’s progress. Also include a personal statement in terms of the practicality and effectiveness of using the strategy you selected. Would you do it again?

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**4. Technology Assignment – 25 points**  
**Due date – sign up**

You and a partner will select a web site or technology that can be used to implement or supplement instruction in the classroom. To start, you might think of items or sites being used in your practicum experience. There are two components to the technology assignment: 1.) A presentation/demonstration with a one page handout for each class member (can be sent online) and 2.) A written report of 2 to 3 pages due the day you make your presentation. For example, it can be a curriculum adaption that you will demonstrate to the class such as using specific internet sites or software to supplement a lesson or it can be a classroom adaptation such as assistive technology for individual students or information on setting up or using a web site, etc. 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. Use the rubric on Sakai as a guide for doing this assignment.
5. Original strategy – 25 points
Due – sign up
Points 25

You and a partner will design an original strategy that addresses any academic or adaptive area. Together you will teach the strategy to the class. As with all strategies, the product should be useful, manageable and able to be implemented with ease. The strategy should address a major issue rather than minor concern; apply to more than one age group and be worthy of consideration by others. You need to design the strategy making sure it is original. Before you begin teaching your strategy to the class state why you designed the strategy; and explain what need it will meet. Your teaching should be dynamic and engaging. Use the format from last semester – model, guided practice, independent practice, maybe evaluation. The objective is for the class to remember your strategy. Your teaching should take about 10 minutes. When selecting a topic and date you might want to align your presentation with class topics as noted on the Course Outline.

6. Video Taped Lesson with Lesson Plan and Reflections: 100 points

In order to prepare you for varied opportunities as you move into the final phase of your studies, you will plan a short lesson (about 15 minutes) that you will present and video tape in your practicum placement and then place on Teachscape.

The lesson plan must be complete and meet the guidelines established on Sakai which will be aligned with certain factors in Danielson Domains 2 & 3 and will be written using the Special Education lesson plan posted on Sakai. You will have a choice of working on either an inclusion or self-contained class lesson plan. (See signup sheet). Your presentation will be assessed using a rubric/guide aligned with the Danielson framework reviewed in class.

Your presentation: 60 points
Lesson Plan: 20 points
Reflection: handed in and reviewed with your instructor: 20 points

7. Community Involvement/Reciprocity: 20 points

Students will be required to participate in the school community during practicum, including co-planning, service to the school, participation in school/district projects, and ideas for employing the CCSS instruction. Whenever possible, students should attend faculty meetings or in-service programs. Students should participate in the organization and/or implementation of a school-wide or community activity such as a school play-day or after school social activity for special education students. Students should maintain a record of these events as well as photographs or other documents for their Domain 4 Portfolio on Teachscape.
**Academic Integrity Policy:**

The Office of Student Conduct supervises issues related to violations of academic integrity (see http://academicintegrity.rutgers.edu). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

**Office of Disability Services:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

**Course Schedule**

**AR/S = Additional Readings/Sites**

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Reading</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Inclusion and RTI&lt;br&gt;1/26</td>
<td>Chapter 1&lt;br&gt;<strong>Original strategy sign up</strong>&lt;br&gt;<strong>Technology sign up</strong></td>
<td>-Syllabus discussion&lt;br&gt;-Danielson Introduction&lt;br&gt;-Chapter 1 Discussion and activities</td>
</tr>
<tr>
<td>2.</td>
<td>Strategy Instruction, Unit Planning, 2/2</td>
<td>Strategy Manual Chapter 2 Unit/Lesson Plan guide Explanation of RAFT strategy</td>
<td>As a class, practice the strategy and then practice teaching the strategy to a partner</td>
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<tr>
<td>3.</td>
<td>Differentiated Instruction And Unit Planning Characteristics of special education students and selection of</td>
<td>Chapter 8 p. 284-296 Sakai- all articles on Differentiation AR/S 1 Domain 1 pg. 2-8 AR/S 2 Teachscape Domain 1b-e</td>
<td>-With a partner, when given an at-risk category, state 4 kinds of differentiation appropriate for that category &amp; explain why they are appropriate.&lt;br&gt;-In a group prepare a teacher-made material (i.e., handout, overhead, homework</td>
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<td></td>
<td>specific disabilities Developing objectives &amp; tiered SGO’s 2/9</td>
<td>assignment, test, etc.) using the principles of universal design. Each group will present and explain their material to the class.</td>
<td></td>
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</tbody>
</table>
|----|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------
<p>| 4  | Reading instruction for diverse learners and compensatory reading strategies 2/16 Chapter 8 p.296-307 Chapter 10 King-Sears, M., &amp; Duke, J. (2010). Bring your textbook to class. Intervention in School and Clinic, 45, 284-293. Danielson Domain 1c -In a group role-play and teach some concepts and vocabulary using Total Physical Response and Sheltered English. Share your lessons with the class. -In a group, when presented with a short elementary passage apply three text comprehension strategies to help an at-risk student understand material from the passage. |
| 5  | Reading instruction – cont. Spelling, 2/23 Chapter 10 Sakai – Graham, S., Harris, K., &amp; Chorzampa, B. (2004) Extra spelling Instruction Promotes Better Spelling, Reading &amp; Writing Performance. CASAL News 9 -When presented with a lesson that has already been developed, the group will clearly describe the lesson’s topic and objective(s), and state clearly how they would differentiate the lesson for a selected group of learners. In developing this assignment, students will develop relevant instructional materials to support their modifications. This assignment will be handed in next week. -In small groups, each group will develop a spelling lesson using one of the spelling approaches: linguistic approach, phonetic approach, cognitive approach, test-study-test procedure, corrected-test method, and word study techniques. |
| 6  | Writing &amp; oral language 3/2 Chapter 10 Danielson Domain 2 Teachscape Domain 3d – Levels of Performance-Level 3 Sample Video- - As a group write a story using a process-oriented approach. Each group will go through each step in the process: planning, drafting, |</p>
<table>
<thead>
<tr>
<th>High Rangefinder AR/S 1 Domain 3 pg. 42-49</th>
<th>revising, editing, and publishing. -Each group will share their product and discuss how they collaborated throughout the process.</th>
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<tbody>
<tr>
<td>-The class will be divided into cooperative learning groups. Each group will develop and present a mathematics lesson using the problem-solving principles presented in the chapter. Each group will present its lesson to the class and share how they incorporated the problem-solving principles for teaching mathematics</td>
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<td>-A handout will be distributed containing three word problems. In small groups the class will describe five ways they could assist students in solving each of the word problems.</td>
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<tr>
<td><strong>8. Collaborative relationships, Co-teaching, Para-professionals 3/23</strong></td>
<td><strong>Chapter 4 Sakai – Co-teaching AR/S 1 Domain 2 pgs. 29-33</strong></td>
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<tr>
<td>-Power of Two video</td>
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<tr>
<td>-Panel of students who have witnessed co-teaching will describe their observations</td>
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<tr>
<td>-The class will be divided into small groups. Each group will discuss how they would respond to one of the following situations: (1) You expect your paraeducator to work independently with little supervision, but your paraeducator seeks your guidance frequently and prefers a predictable schedule; (2) You assign your paraeducator to perform mostly clerical tasks; however, your paraeducator would like to be working directly with students; (3) You observe your</td>
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<tr>
<td>9</td>
<td>Large &amp; small group instruction, cooperative learning, and peer tutoring</td>
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<tr>
<td>10</td>
<td>Vision, Hearing</td>
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<tr>
<td>11</td>
<td>Science, social studies, foreign language</td>
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<tr>
<td>12</td>
<td>Grading in the classroom Memory</td>
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<tr>
<td>13</td>
<td>Understanding students who are at-risk and working with parents</td>
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<tr>
<td></td>
<td>Social &amp; personal aspects of inclusion 4/28</td>
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<tr>
<td>14</td>
<td><strong>Non-cumulative activity 5/11</strong></td>
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</tbody>
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** The course schedule may be subject to change.