

Spring 2015
Inclusive Teaching in Education
15:293:523 — Section 01 — 3 credits
Wednesdays — 7:40-10:20 pm

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Phone Number: 609-992-5934 (c)	Location: Scott Hall 203
Office Hours: Online or by appointment before class	Prerequisites or other limitations: GSE Teaching Program
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: N/A

Learning goals:

Parenthetical information relates to New Jersey Professional Teaching Standards NJPTS. Upon completion of this course, students can expect to:

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)*

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. These goals are achieved via large and small group class discussions, chapter readings, presentations, and class assessments, and related activities.

Course Materials:

- *Creating Inclusive Classrooms* by Spencer Salend (ISBN# 0-13-227235-0) Pearson - Prentice Hall, 7th edition
- Required readings available online at SAKAI: <http://sakai.rutgers.edu>

Course Grading Plan:

1. Participation (@ 3 points per class x 14 sessions = 42 points).
2. Quizzes (3 quizzes at 15 points each = 45 points)
3. Student-Led Presentation/Discussion* (30 points)
4. Technology Assignment* (30 points)
5. Differentiated Unit Plan (100 points)
6. Unit Plan Presentation (20 points)
7. Final Exam (60 points)

** Possible partnerships---additional details in class*

Course Grade: (out of 327 possible points)

GRADE	PERCENT	POINTS
A	90.00 – 100.0 %	Point totals will be converted to percentages. N.B. A grade of 86.99 earns a B, not a B+ Any mid-course modification of course assignments will be reflected accurately as percentage of total possible points earned.
B+	87.00 – 89.99 %	
B	80.00 – 86.99 %	
C+	77.00 – 79.99 %	
C	70.00 – 76.99 %	
D	60.00 – 69.99 %	
F	Under 59 %	

Assignment/Grading Requirements: Additional Details

1. **Participation:** Students are expected to come to class having completed all assigned readings for that week **in advance** and to participate in class discussions, offering **informed** ideas and opinions.

Breakdown: 1 point for attendance; 1 point for active attention throughout class session; 1 point for active discussion/participation (no points earned when absent, except in excused absence cases of serious, documented emergencies/religious observance/illness/etc.—then 1 point is awarded)

2. **Quizzes:** The course includes THREE **unannounced** quizzes based on the required readings. Students

will be required to demonstrate a complete knowledge of key points and issues in the readings and also to apply this knowledge with critical thought. Quizzes will be *open notes, open book*. **Students are strongly encouraged to highlight, underline, and take notes on readings—available for use on quizzes.** Bring all assigned readings for the week to each class. Students who do not bring their materials may not borrow the instructor's or classmates' materials during quizzes. There will be make-ups for quizzes **ONLY** in cases of excused absences (usually requiring documentation on the reason for absence, or in an obvious emergency or other serious situation).

Students are strongly encouraged to form study groups and email about parts of the readings for which they have questions (at least one full day prior to class).

3. **Student-led presentation/discussion:** Beginning at session #2, one or more students will present on a selected reading during each class. Following a brief introduction in which the presenter states the topic and previews the main presentation content (1 minute, with accompanying presentation overview slide), the main content part of the presentation will last 9-10 minutes, to be followed by 8-9 minutes of facilitated (by the presenter) discussion (or, discussion can be embedded throughout the presentation), and a 1-minute summary/closure with accompanying slide. **Under no circumstances can the total time exceed 20 minutes per presenter** (due to other content coverage and activities during class). Students should rehearse to make sure their presentation timing is appropriate and they are responsible to bring a small clock or other timing device to help them manage their presentation time. Students will sign up for topics during session #1. The oral presentation should **cover just the main concepts and major informational points** from the selected reading—not all of the content. A rubric will be distributed at class session #1. The student must prepare three things to accompany the presentation:
 - a. A brief PowerPoint slide show for the presentation. Email the PPT no later than 5pm the day before the presentation. **See the exemplar PPT with content, design, and presentation TIPS for student presenters on SAKAI**
 - b. Copies of a 4- to 6-page (single spaced) detailed handout (with more detail than in the PPT show) for class members containing summary informationA list of 4 - 5 challenging discussion questions (higher order thinking) for the class with prepared follow-up probes in case of limited audience response on certain questions.

4. **Technology Assignment:** The purpose of this assignment is to explore and increase awareness of current technological enhancements for students with various disabilities in an inclusion setting. 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. 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 the first week of class and presentations will start at class session #3 of class. Follow the rubric on Sakai.

Each presentation must be accompanied with a one-page detailed handout for each class member. Presentations are 20-25 minutes in length

5. **Differentiated Unit Plan:** The objective of this assignment is to put into practice the information taught in class regarding differentiating instruction for students who are at risk and to build on your student teaching experience and previous classes including the Danielson framework.

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 to work together as a group to complete the assignment. You will sign up for a presentation date during class session #2 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. 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.

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 (this could be the student with the learning disability.)
- 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, the tiered objectives and one tiered SGO for your unit.

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 (if possible) materials and assistive technology.
 - Examples of the modifications you could make are study guides, graphic organizers, mnemonic methods, strategies, 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 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 must be clearly identified.
- How will you use technology to supplement or reinforce your lessons? Use at least two outside reference sources (other than the text) 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

7. **Unit Presentation:** 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 one example of the above accommodations to present to the class.

8. **Exam:** There will be a final exam involving multiple choice, short-answer questions, and/or essay questions. Exam items will include information from class lectures, presentations, activities, and reading assignments/handouts. For example, exam items may come directly from the chapter readings, which may or may not be addressed in class lectures. Thus, it will be essential to attend class, complete assignments, and read the assigned readings.

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>.

Attendance Policy:

Students are required to attend every class. More than one unexcused absence will result in lowering the student's final grade by the equivalent of one full letter grade (e.g., from B+ to C+) for each additional unexcused absence beyond one (except for documented emergencies, illness, religious observance, or other serious needs). More than three absences total (regardless of absences being excused) will likely necessitate repeating the course to earn credit. Bona fide emergencies and highly unusual situations should be discussed in private with the instructor to explore the possibility of special accommodations and/or arrangements.

Class starts at 7:40 sharp. Students are expected to arrive at class a few minutes before class begins. Students who will arrive late for a legitimate reason are expected to email the professor in advance. **Two unexcused tardy arrivals** (defined as arriving more than 10 minutes late for class) **constitute one unexcused absence.**

Professional Demeanor:

As current and future teaching and allied field professionals, students are expected to present themselves and act in class as they would in a professional meeting in the school district where they work. This applies to several dimensions of professional conduct:

- Students are expected to focus totally on class activities and not engage in alternate activities (social conversations, text messaging, etc.).
- Students are expected to be respectful of divergent beliefs and opinions that may be voiced in class discussions, offering constructive questioning and feedback as appropriate.
- 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*.

Late Assignments Policy:

All assignments are expected on time. Late assignments will receive a reduced grade, generally, the equivalent of 10% of the total possible project grade per day late (or part thereof). Students with bona fide emergencies should contact the instructor as soon as possible to discuss special arrangements in order to avoid grade penalties. The instructor will work constructively and collaboratively with students who **communicate early** regarding special problems completing assignments on time, with no grade penalties in special situations where advance communication takes place and the circumstances are deemed reasonable, but **will not be supportive of last minute requests for extensions on assignment due dates.**

Course Schedule:

Date	Topic	Readings and Assignments
Week 1 January 21	Understanding Inclusion: Special education and inclusion, the history & laws of special education, the structure of support services in New Jersey	Syllabus Chapter 1
Week 2 January 28	Understanding Diversity I: Students with Disabilities	Chapter 2
Week 3 February 4	Understanding Diversity II: Students Who Challenge Schools	Chapter 3 <i>Technology Assignment Presentations Begin</i>
Week 4 February 11	Differentiating Instruction: Diverse Learners	Chapter 8 Sakai: Strategies for Differentiation
Week 5 February 18	Differentiating Instruction: Instruction	Chapter 9 Sakai: Cooperative Learning
Week 6 February 25	Co-Teaching	Chapter 4: p.142-155 Sakai: Co-teaching
Week 7 March 4	Differentiating Instruction: Reading, writing, and spelling	Chapter 8: p. 296-307 Chapter 10
Week 8 March 11	Differentiating Instruction: Math, science, social studies	Chapter 11
Week 9 March 18	SPRING BREAK	
Week 10 March 25	Behavior	Chapter 7
Week 11 April 1	Grading & assessment Memory	Chapter 12 p. 445-446
Week 12 April 8	Collaborative Relationships and Fostering Communication	Chapter 4
Week 13 April 15	Environment that Fosters Acceptance and Friendship	Chapter 5
Week 14 April 22	Vision & Hearing Impairments Accommodations & Modifications	p. 90-94, 324-327, 275-278, 181, 294-295, 367
Week 15 April 29	IEPs, SGO, PARCC, Common Core Danielson 1 &3	p. 49-62 TBD
Week 16 May 6	Course reflection/survey FINAL EXAM	

** Schedule is subject to change

***Additional readings will be available on SAKAI: <https://sakai.rutgers.edu>