

Inclusive Teaching in Education
15:293:523:02
Spring, 2015

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Office Hours: By Appointment or on-line	Permission required: Yes
Mode of Instruction: Seminar	

Class Meeting: Dates: Wednesday January 21, 2015 – Wednesday May 6, 2015
Time: 4:50-7:30

Welcome to **15:293:523:02 - Inclusive Teaching in Education!** I am very excited to work 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.

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

*** Supplemental Readings/Sites - SR/S**

1. The state department of NJ – Achieve NJ – presents everything you need to know about Student Growth Objectives. (For lesson 3 - SGO - How do I create a high quality SGOs? Option 2 –SGO guidebook – pg. 10 Setting Tiered SGO's)
<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>
2. 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. You can also access these scenarios under the RESOURCES tab on SAKAI.
<http://www.danielsongroup.org/article.aspx?page=SpecialEd>
3. The state department of NJ – Achieve NJ Overview for Special Education Teachers for lesson 15 pg. 1 & 2.
<http://www.state.nj.us/education/AchieveNJ/teacher/SpecialEducatorOverview.pdf>

4. Inclusive Education Research and Practice

http://www.mcie.org/usermedia/application/6/inclusion_works_final.pdf

5. Charlotte Danielson Training videos for a structured observation.

<http://apps.ksbe.edu/kapiina/training-resources/charlotte-danielson-training-videos>

* 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).

<u>Course Objectives</u>	<u>NJ Teaching Standards</u>
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,	The Learner and Learning, Standard #2, Learning Differences The Learner and Learning, Standards #3, Learning Environments Instructional Practice, Standard # 6,

<p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>6. Students will be able to identify and implement appropriate modifications and accommodations for students. <i>(PTS 2iii; 4i3; 7i4; CEC GC4S7)</i></p> <p>7. Students will be able to identify effective instructional techniques for individual instruction, small group instruction, multiple group instruction, and whole class</p>	<p>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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<p>instruction including research-based instructional approaches. <i>(PTS 4 iii1, 6 i1; CECGC5S3)</i></p> <p>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></p> <p>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. <i>(PTS 9 ii3; CEC CC7K5)</i></p> <p>10. Students will incorporate and implement instructional and assistive technology into students' educational programs. <i>(PTS 4i4; CEC GC4S7, CC7S0)</i></p>	
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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 5% 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, 5 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

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 5 percentage points will be deducted per day.
- 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 (6th 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.

Class Cancellation You will receive an email from me if class is cancelled. If class is cancelled due to inclement weather, please check SAKAI for replacement assignments.

ASSIGNMENTS

Differentiated Unit Plan – 100 points

Due:- **sign up**

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 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 from **January 28th** until **March 11th** to work together as a group to complete the assignment. 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, plus 5 minutes for questions for a total of 20 minutes. 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 each member was responsible for.

Introduction – 1-2 pages:

- **First**, identify at least three types of at-risk students that you will differentiate for in your class. You must include a student with a learning disability, plus at least two other types (only one may be a low incidence disability).
- **Second**, provide a short description of the school setting where your unit will take place, and explain how your lessons will relate to your students' life experiences. What prior knowledge do students need to be successful with your unit, how will you assess if they have that knowledge, and what steps will you take if they don't have that knowledge?
- **List** the core content standards you will be using, the modified 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 and SGO, 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 (if applicable), written information and handouts, and activities? ***Use our course textbook for resources.***

- One lesson will 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 will 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 by labeling them.* 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) and three documented references to SR/S 2 for your project and cite them in your report, as well as on a separate reference sheet. 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.

Unit PowerPoint Presentation – 25 points

Your presentation should be about 15 minutes long, plus 5 minutes for questions (total of 20 min.) Check the rubric on Sakai. You will submit your unit on Sakai on the day of your presentation. For your presentation explain:

1. Unit objectives
2. Who your unit was planned for – students with disabilities, location (school setting)
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. You may bring in a paper copy or present it via your presentation.

Behavior Intervention Plan – 40 points (5-7 pages)

Due: 4/8/15

You will develop a behavior intervention plan based on a case study. Follow the instructions in the text (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 and information is also included in the text. Use the rubric posted on Sakai as a guide for writing up your analysis of the behavior and your plan to control that behavior.

Technology Assignment (In pairs) - 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
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. 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 date the first week of class and presentations will start the 3rd week of class. Please follow the rubric on Sakai.

Danielson and Working with Special Education Students – 30 points

Due date – 4/29/15

The objective of this written paper is to combine what you have learned in your education courses. As a basis you will select a video from SR/S 5 that is compatible with your major. Watch the pre-conference, class, post conference and Dr. Danielson's comments.

- Start your paper with a brief description of constructivism and explicit/direct instruction.
- Next evaluate the observation you selected based on what you know about students with disabilities and Domains 1-3. For example, does the teacher understand and plan for student differences, is the instruction explicit and systematic enough for students with disabilities, is assessment used and is adequate feedback given. Use SR/S 2 as a reference.
- Finally what changes would you make to this lesson to accommodate for the inclusion of special education students in the class?

Class work – 100 points

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

Extra Credit Opportunity (1 point)

Submit a copy of your notes from class lectures, activities, and from class readings at the end of the semester.

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>.

Date	Topic	Reading Assignment
1/21/15	What is special education and inclusion, the history & laws of special education, the structure of support services in New Jersey	* Chapter 1
1/28/15	How are students identified for special education, characteristics and interventions used with specific disabilities Differences in special and general education. Review constructivism and direct/explicit instruction	*Chapter 2 * SR/S 4
2/4/15	Categories of Disabilities (Chp. 2) Differentiated Instruction Lesson planning & special education Developing objectives & tiered SGO's	* Chapter 8 p. 284-296 * SR/S 1 & SR/S 2 Domain 1 pg. 2-8 Teachscape 1b-e

2/11/15	Large & small group instruction, note taking Cooperative learning for students with learning problems	* Chapter 9 * <u>Sakai Reading</u> : How Cooperative Learning Works for Special Education and Remedial Students * SR/S 2 Domain 2 pgs. 29-33 Technology Assignment Presentations Begin
2/18/15	Differentiating reading & writing	*Chapter 8- p. 296-307 *Chapter 10 *Sakai Reading: Strategies for Differentiation
2/25/15	Co-Teaching	*Chapter 4: p. 142-155 * Sakai: Co-teaching reading
3/4/15	Differentiating math, science, social studies & literacy Culturally & linguistically different students	*Chapter 11 p. 431-449 *Chapter 3 p. 100-117 *Chapter 6 p. 222-224, *Chapter 8 p. 307-314 * SR/S 2 Domain 3
3/11/15	Grading & assessment Memory SR/S 2 Domain 3 Assessment 54-57	*Chapter 12 & *p 445-446
Week of 3/18/15	Spring Break	
3/25/15	Behavior	* Chapter 7 DIFFERENTIATED UNIT PLAN PRESENTATIONS BEGIN
4/1/15	Working with professionals & families Acceptance & Friendship	*Chapter 4 p. 156-172 *Chapter 5 * SR/S 2 Domain 4 – pgs. 62-63
4/8/15	Social and Personal aspects of inclusion	* Chapter 5 & * p. 118-130, 210-219, 230-237 BEHAVIOR INTERVENTION PLAN DUE
4/15/15	Speaker	
4/22/15	Vision Hearing <u>ONLINE CLASS</u>	* p. 90-92, 92-94, 181, 275-276, 278, 294, 294-295, 324-326, 326-327, 367,

4/29/15	IEPs: the general educator responsibility The difference between SGOs and IEP goals	* p. 49-62 * SR/S 3 Danielson Paper Due
5/6/15	NON-CUMULATIVE TEST	

**** Schedule is subject to change**