

Inclusive Teaching in Education
15:293:523:03
3 Cr. Spring 2015

Instructor: Kristin Bertolero-White	Day & Time: Wednesday 4:50-7:30
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Email: missbhelp@gmail.com	Office Hrs: Appointment
Mode of Instruction:	
<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar	<input type="checkbox"/> Hybrid <input type="checkbox"/> Online

Learning goals

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).

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.
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.
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. Students will plan and implement lessons and units using effective instructional activities and formative assessment to monitor progress. =
4. 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.
5. Students will be able to identify and implement appropriate modifications and accommodations for students.
6. 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.
7. Students will identify co-teaching and co-planning methods to strengthen content acquisition of individual with disabilities.
8. 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.
9. Students will incorporate and implement instructional and assistive technology into students' educational programs.

Course catalogue description

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) Learn how to use accommodations, strategies, and techniques so that ALL students will benefit from instruction; 3) Develop behavior management strategies to work with difficult students; and 4) Learn how to work with other school professionals as part of the team effort that supports students who are at-risk.

Class materials/ Textbooks:

Creating Inclusive Classrooms by Spencer Salend (ISBN# 0-13-227235-0) Pearson - Prentice Hall, 7th edition and the “myeducationlab” supplement

Suggested Text: This is a reference manual you can use throughout your educational career. Pre-Intervention Referral Manual by Steven B. McCarney (ISBN# 978-1878372116) Hawthorne Educational Services; 2nd edition (June 1993) (3rd is also available.)

Additional required readings available online at **SAKAI: <https://sakai.rutgers.edu>**

State or Professional Organization Standards:

New Jersey Department of Education; New Jersey Professional Standards for Teachers (N.J.A.C. 6A:9C-3.3) Foundations of Effective Practice

Content Standard	2014 Standard	New Focus Area in Updated Standard
Understanding how children/adolescents develop and learn	Standard 1: Learner Development	Recognizing how patterns of learning and development vary individually; designing and implementing appropriate learning experiences
Understanding practice of culturally responsive teaching Need to adapt instruction to accommodate special learning needs	Standard 2: Learning Differences	Providing inclusive learning environments that enable each learner to meet high Standards Understanding individual differences in a broader context, including attention to a learner’s personal, family, and community experiences and cultural norms
Use of effective verbal, nonverbal, and written communication techniques and information literacy tools to foster inquiry, collaboration, and supportive interactions	Standard 3: Learning Environments and Standard	Demonstrating respect for cultural backgrounds and differing perspectives that learners bring to the learning environment Use of various communication strategies and technological tools to build local and global learning communities that engage learners, families and colleagues.

Ability to do instructional planning and design and employ a variety of learning strategies to meet student needs	Standard 4: Instructional Planning and Strategies	Planning in use of assessment data and students' prior knowledge and interest Collaborative planning among teachers and with learners to support design of relevant learning experiences
Use of multiple assessment strategies to evaluate student learning and modify instruction for continuous development of students	Standard 6: Assessment	Use of assessment data to engage learners in examining growth and to guide teacher and learner decision-making about learning needs Need for teachers to prepare learners for demands of various assessment formats and make appropriate accommodations in assessment conditions, especially for learners with disabilities and language learning needs

Grading and Activities:

Participation: 5%

Participation recorded during each class. This includes speaking and writing comments or asking questions via the interactive presentations.

Homework: 5%

The weekly assignment is two handwritten 3x5 index identifying something you learned from the readings and how it applies to your field of study.

Cross Curricular Unit Plan Document 20%

Cross Curricular Unit Plan Presentation 15%

- Your groups will be composed of someone from each of the different concentrations.
- You and group will identify one concept that can be applied to **all 4 content areas**.

(Examples; Nutrition, plague, evolution, dinosaurs, economics)

- The Unit plan must have
 - 1 research paper
 - 1 presentation (oral, movie, dance, play)
 - 1 hands-on-project
- The object of this exercise (unit plan) is to identify all of the skills and information your students will need in order to successfully complete the aforementioned assignments.
- Questions to ask yourself:
 - How will my students know how to find information?
 - How will they know which information is important?
 - How will they put this information into their own words?
 - Do they know how to create a multimedia presentation? A dance? A movie? A play?
- Generally, its 3-4 lesson plans per person to provide "your students with" background knowledge, model techniques, research methods, writing, editing, and practice they will need to complete the 3 assignments.

Cross Curricular Unit Plan Document
Total Possible Points = 100

Number	Item	Possible Points	Points Received
1.	Degree to which you include a thorough description of class make up (diverse learners/at-risk students), school location, cultural influences, etc.	5	
2.	How will you evaluate students' prior knowledge or readiness to be successful with your unit of instruction - be specific in terms of exactly what information or skills they will need and what you will do if students do not have the necessary skills?	5	
3.	Degree to which you describe how your overall objectives, will be modified for students with learning differences.	5	
4.	Degree to which you describe how you will adapt the textbook (differentiate for reading levels), written information and handouts (writing accommodations), and activities and provide appropriate samples. (Include a minimum of 8 with text page referenced)	20	
5.	Degree to which the plan utilizes one concept and applies it to all content areas.	10	
6.	Degree to which the cooperative learning lesson describes how students will be grouped with rational, student jobs, how they will be graded, trained to work together, & how they will monitor their groups progress on a group or individual basis	15	
7.	Degree to which the team teaching lesson describes a co-teaching arrangement (not one teach one help), each teacher's responsibility for instruction & assessment, class room organization,	15	
8.	Degree to which you describe how you will monitor students' progress in terms of formative and summative assessment	5	
9.	Degree to which the overall quality of the Differentiated Unit Plan is professional, informative, thorough, and creative. This includes placing all of the information that	5	

	you add to the unit plan related to differentiation in <i>bold, italics.</i>		
10.	Degree to which your differentiation is embedded into the planning of instruction.	15	
	Total	100	

**Cross Curricular Unit Plan Oral Presentation
Total Possible Points = 25**

Number	Item	Possible Points	Points Received
1.	Degree to which the overall quality of the multimedia presentation is professional and informative.	5	
2.	Degree to which the description of the Differentiated Unit Plan is thorough.	5	
3.	Copy of Differentiated Unit Plan completed on time.	5	
4.	Degree to which you incorporated into the multimedia presentation the additional information required in your plan (ie. Differentiation, varied population, assessment, adaptations, modifications, cooperative learning, team teaching, etc.) and highlighted such information in the presentation.	10	
	Total	25	

Final exam- Behavior Support Plan: 15%

You will develop a behavior intervention plan based on a case study provided at the time of the final. 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 as a guide for writing up your analysis of the behavior and your plan to control that behavior. This is an open book/notebook exam and you will complete the exam during class time (4:50-7:30) on the final day of class.

**Behavior Support Plan Rubric:
Total Possible Points = 40**

Number	Item	Possible Points	Points Received
1.	Level to which the student and the behavior problem is thoroughly described in observable terms	3	
2.	Level to which how those behaviors affect the student, teacher and others in the class.	2	
3.	Level to which the students disability contributes to the problem behavior	5	
4.	Level to which the A-B-C analysis of the behavior is comprehensive. Describe the antecedents and consequences, including physical environment, method of instruction, and classroom organization that accompany the behaviors. In this case, also describe those situations where you see the student demonstrating positive behaviors.	5	
5.	Degree to which the hypothesis/summary statement of the function(s) of the behaviors is/are clear and concise.	5	
6.	Degree to which the objectives of the behavior intervention plan are listed in clear observable language. Include the modification to any antecedents.	6	
7.	Degree to which the procedures used to limit the occurrence of the behavior and the consequences that will be in place when the behavior occurs.	8	
8.	Degree to which the description of how the behavior support plan will be evaluated is clear and thorough.	6	
	Total	40	

Technology Paper 20%

Technology Oral Presentation 15%

These are the requirements for the technology presentation.

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. 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. Follow the rubric on Sakai. You will work in pairs for this assignment.

**Technology to Support Students with Special Needs
in the General Education Classroom
Total Possible Points = 25**

Number	Item	Possible Points	Points Received
1.	Degree to which the overall quality of the presentation is professional and informative	4	
3.	Degree to which the handout is professional and provides useful information and source(s) so that teachers can access the technology	4	
4.	Degree to which a complete summary is provided regarding how the technology fosters independence and/or increases learning	3	
6.	Degree to which a description of how to implement the technology to improve access to inclusion is provided in the oral presentation.	5	
8.	Degree to which strengths of the technology are emphasized.	2	
9.	Degree to which anticipated obstacles are noted and managed	2	
10.	Degree to which a description of how this technology would impact/change teaching practices	5	
	Total	25	

**Technology to Support Students with Special Needs
in the General Education Classroom Written Assignment
Total Possible Points = 30**

Number	Item	Possible Points	Points Received
1.	Degree to which a complete written summary is provided regarding how the technology fosters independence and/or increases learning	5	
2.	Degree to which a description of how to implement the technology to improve access to inclusion is provided in the oral presentation.	5	
3.	Degree to which strengths of the technology are emphasized.	5	
4.	Degree to which anticipated obstacles are noted and managed	5	
5.	Degree to which a description of how this technology would impact/change teaching practices	5	
6.	Grammar and spelling are appropriate for assignment.	5	
Total		30	

Attendance: 5%

You are allotted two unexcused absences. A fourth absence will result in your final grade being lowered one full grade and on the fifth you will fail the course.

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.

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:

Tentative list of topics for discussions (by week)

Wee k	Topic	Assignments/ Readings
1	What is special education and inclusion, the history & laws of special education, the structure of support services in New Jersey	Chapter 1
2	How are students identified for special education, characteristics and interventions used with specific disabilities	Chapter 2
3	Differentiated Instruction	Chapter 8; p. 284-296 Sakai- articles on Differentiation
4	Large & small group instruction, note taking Cooperative learning for students with learning problems	Chapter 9 Sakai – Cooperative Learning & Cooperative Learning & Race

5	Differentiating reading & writing	Chapter 8 p.296-307 Chapter 10
6	Co-Teaching	Chapter 4 p. 142-155 Sakai – Co-teaching
7	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
8	Grading & assessment Memory	Chapter 12 & p445-446
9	Spring Break	
10	Behavior	Chapter 7
11	Working with professionals & families Acceptance & Friendship	Chapter 4 p. 156-172 Chapter 5
12	Social & personal aspects of inclusion	Chapter 5 & p. 118-130, 210-219, 230-237
13	Vision Hearing	p. 92-94, 324-326, 276, 278, 181, 294, 367 90-92, 326-327, 275-276, 181, 294-295,
14	IEP's the general educator responsibility	p. 49-62
15	Final Exam	