

## Inclusive Teaching in Education

Spring, 2015

15:293:523-04

3 credits

Wednesday, 4:50 PM - 7:30 PM

Hardenbergh Hall, Room A4

|   |   |
|---|---|
| Instructor Name: Natalia Kouraeva   | Email address:<br><a href="mailto:natalia.kouraeva@gse.rutgers.edu">natalia.kouraeva@gse.rutgers.edu</a>  |
| Phone Number: 908 456-0380  | 10 Seminar Pl   |
| Office Hours: by appointment  | Prerequisites or other limitations:<br>Enrollment in Teaching Program   |
| Mode of Instruction:<br><input type="checkbox"/> Lecture<br><input checked="" type="checkbox"/> Seminar<br><input type="checkbox"/> Hybrid<br><input type="checkbox"/> Online<br><input type="checkbox"/> Other | Permission required:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes<br>Directions about where to get permission numbers: |

### Learning Goals:

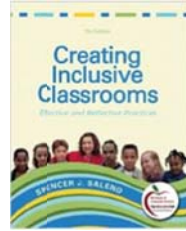
1. Students will use Present Level of Education and Functional Performance and IEP goals and objectives to plan daily lessons, and weekly and monthly units of instruction that allows students to access the general education curriculum ((**The Learner and Learning** – 1. Learner Development & 2. Learning 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)
4. Students will plan and implement lessons and units using effective instructional activities and formative assessment to monitor progress. (**The Learner and Learning** – 1. Learner Development & 2. Learning Differences, **Content** – 4. Content Knowledge & 5. Innovative Applications of Content, **Instructional Practice** – 6. Assessment, 7. Planning Instruction & 8. Instructional Strategies)
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. (**The Learner**

- and Learning** – 1. Learner Development & 2. Learning Differences, Content – 4. Content Knowledge & 5. Innovative Applications of Content, **Instructional Practice** – 6. Assessment, 7. Planning Instruction & 8. Instructional Strategies)
6. Students will be able to identify and implement appropriate modifications and accommodations for students. (**The Learner and Learning** – 1. Learner Development & 2. Learning Differences, Content – 4. Content Knowledge & 5. Innovative Applications of Content, **Instructional Practice** – 7. Planning Instruction & 8. Instructional Strategies)
  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. (**The Learner and Learning** – 1. Learner Development & 2. Learning Differences, Content – 4. Content Knowledge & 5. Innovative Applications of Content, **Instructional Practice** – 7. Planning Instruction & 8. Instructional Strategies)
  8. Students will identify co-teaching and co-planning methods to strengthen content acquisition of individual with disabilities. (**Professional Responsibility** – 9. Reflection & Continuous Growth & 10. Collaboration)
  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)
  10. Students will incorporate and implement instructional and assistive technology into students' educational programs. (**Content** – 4. Content Knowledge & 5. Innovative Applications of Content, **Instructional Practice** – 7. Planning Instruction & 8. Instructional Strategies)

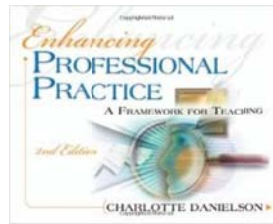
### Course Catalog Description:

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.

**Class materials/ Textbooks:**



**Creating Inclusive Classrooms: Effective and Reflective Practices, 7/E Salend**  
ISBN-10: 0137030746 • ISBN-13: 9780137030743  
©2011 • Paper, 560 pp.



**Enhancing Professional Practice: A Framework for Teaching, 2nd Edition  
(Professional Development)**  
ISBN-13: 978-1416605171 ISBN-10: 1416605177  
©2007 • Paper, 200 pp.

- Additional required readings available online
- **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.

<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](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>

**Class Websites:**

<https://www.edmodo.com/home> (you will receive code in class)

<https://sakai.rutgers.edu/portal>

<https://docs.google.com>

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

Nel Noddings, Caring

Welcome to **15:293:523 - 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.

**COURSE REQUIREMENTS & POLICIES:****Grading Policy:**

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.

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

### **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](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf). 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.

### **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 and Class Expectations:**

**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.**

**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.

**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 (6<sup>th</sup> Edition). In particular, references should be noted in the body of your work, as well as on a separate reference page. Use APA style. In particular, references should be noted in the body of your work, as well as on a separate reference page. 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.

**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.

**Papers will be graded within 14 days of their due date.****Using Appropriate Terminology**

Under no circumstances should terms such as *retarded* or *learning disabled* be used as nouns. 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.

**Miscellaneous:**

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. To complete assignments for class, you will need to have access to a computer, and the Internet outside of class.

**Class Cancellation**

You will receive an email from me if class is cancelled. If class is cancelled due to inclement weather students should check class website for replacement assignments.

**Class Assignments:**

*“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. Differentiated Unit Plan and Presentation– 35%**

***Due date – sign up in class*****Differentiated Unit Plan****Objective:**

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.

**Description & Requirements:**

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 and will hand in your unit on the day you present it.

As a basis for this assignment you can use materials from unit developed for a previous class or from another source. With your Unit Plan also submit 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.

Length: Overall 25-30 pages: 10-15 pages for Unit Plan, one page with references, one page with technology tools / resources used for this unit, and a few pages of appendixes that may include material for specific lessons, graphical organizers, modified activities and modified text for reading, etc.

**Differentiation**

Within your unit use ***bold italics*** to describe how your overall objectives & SGO, assignments and assessments will be modified for students with learning problems. Make sure to 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, math or writing (as appropriate) materials and instructional and/or assistive technology. Examples of the modifications you could make are study guides, graphic organizers, mnemonic methods, strategies, alternative assessments, etc. Consider how will students monitor their progress? How will you adapt the textbook, written information and handouts, and activities?

There will be 5-6 lessons in this Unit Plan. You may select grade level, subject and theme for your unit. You must develop, clearly identify and include the following lessons:

1. One lesson that will include a **cooperative learning activity**. You will need to explain why and how students will be grouped, how you plan to assess and grade them, and how you will build on students' strengths and accommodate for students' differences.
2. One lesson that will be **team-taught**. You need to describe each teacher's (general and special education) responsibilities for the lesson. Please do not use "One teaching/ One helping" teaching arrangement. Explain your reasons for

assigning responsibilities to both teachers.

3. At least one or more lessons must include **instructional and /or assistive technology** as necessary. How will you use technology to deliver, supplement or reinforce your instructions? What technology skills students must have prior to working on your unit?
4. 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.
5. You will be provided with rubric for this assignment. **Check the rubric to make sure you have included all the information required for this assignment.**

### **Presentation**

Your presentation should be about 15 minutes long, with 5 minutes for questions. Create and submit before your due date Power Point, Prezi, or Nearpod presentation. In addition, create a one-page handout for your classmates. Presentation and handout must be submitted prior to the presentation in class.

In your presentation show and explain:

1. Information from your introduction (community, school, class make up, special learning needs of students)
2. Unit objectives and at least one example of lesson 3-part objective
3. Specific accommodations made for diverse learners in terms of
  - a. Teaching concepts
  - b. Engaging / motivating learners
  - c. Structuring independent practice
  - d. Assessment (before, during and after)
  - e. Using technology
  - f. Modifications made to printed materials and other resources.
4. Bring examples of the above accommodations to show the class.

### **Behavior Intervention Plan – 15%**

*Due – will announced in class*

You will develop a classroom behavior intervention plan based on set of specific behaviors provided to you. You will use text and at least three outside resources to learn more about problematic behaviors assigned to you to develop behavior intervention plan. In your plan you will identify target behaviors, set specific objective, determine preventive and alternative behavior strategies, decide on positive reinforcement and consequences for non-compliance, school and home support methods and form of communication, forms of assessment and schedule for evaluations. You will write short analyses of the behavior (1-2 pages) and use the template to develop your plan. Be prepared to bring copy of your behavior intervention plan for each member of the class



and participate in a round table discussion. Rubric will be provided, use the rubric as a guide for writing up your analysis of the behavior and your plan to control that behavior.

### **Technology Assignment – 10%**

*Due date – sign up in class*

There are two components to the technology assignment: 1.) Presentation/ demonstration with a one-page handout for each class member and 2.) 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 in class. You will work in pairs for this assignment. Rubric will be provided, use the rubric as a guide.

### **Danielson and Working with Special Education Students Project– 15%**

*Due date – will be announced in class*

The objective of this assignment 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. You will provide a brief description of constructivism, explicit/direct instruction and differentiation of 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 and finally what changes would you make to this lesson to accommodate for the inclusion of special education students in the class? Be prepared to share your analyses and suggestions for improvement with your classmates.

### **Class work, Quizzes & Exams – 25%**

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

### **Extra Credit Opportunities – 2% each**

There are two opportunities to earn extra credit points:

1. Submit a copy of your notes from reading ALL chapters.
2. Interview a teacher who is currently working as a part of a co-teaching team. Write a short report (3-4 pages), including grade level, subject, location, and benefits /challenges of working in team. Include your analyses and suggestions for improvement.

## Tentative Course Outline

### Note from the instructor:

#### **Important:**

1. Please read assigned chapters in the textbook and any additional material BEFORE each class. Keep notes – you will be allowed to use them during quizzes and classroom activities. Please bring textbook to every class.
2. Communicate with me in advance if you need to extend the time for your projects or if you have any questions. I am here to help you to succeed in this course and beyond.
3. All dates, topics, readings and assignments are subject to change – attend each class and check class website for announcements for updated information. You will receive an email from the instructor if class is cancelled. If class is cancelled, there will be replacement assignments posted on the class website that are due on the same day.

| Date:                | Themes & Topics   | Reading Assignment  |
|----------------------|---|---|
| Week 1<br>January 21 | Understanding Inclusion:<br>Special education and inclusion, the history & laws of special education, the structure of support services in New Jersey<br><br>Introduction – Charlotte Danielson’s Framework for Teaching<br><br><i>Technology Assignment is assigned - sign up for the due date</i>   | Syllabus<br><br>Class website review & sign up<br><br>Salend - Chapter 1<br><br><a href="http://devel.danielsongroup.org/framework/">http://devel.danielsongroup.org/framework/</a><br><br>Danielson – Ch. 1-2, Overview  |
| Week 2<br>January 28 | Understanding Inclusion (cont.)<br><br>Appreciating Diversity 1: Strength and Challenges of Students with Disabilities (Identification of students for special education & special ed. process, characteristics of students with specific disabilities and effective strategies, technology use for inclusion)<br><br>Differences in special and general education. Review constructivism and direct/explicit instruction<br><br><i>Differentiated Unit Plan is assigned – sign up for the due date</i> | Salend - Chapter 1 (cont.)<br><br>Salend - Chapter 2<br>Check class website for additional readings<br><br>Danielson –Ch. 3 – The Four Domains<br><br>SR/S 4:<br>Inclusive Education Research and Practice<br><a href="http://www.mcie.org/usermedia/application/6/inclusion_works_final.pdf">http://www.mcie.org/usermedia/application/6/inclusion_works_final.pdf</a> |

|                               |  |   |
|-------------------------------|--|---|
| <p>Week 3<br/>February 4</p>  | <p>Appreciating Diversity 2:<br/>Culturally &amp; Linguistically Different Students</p> <p>Introduction to Differentiated Instructions for Diverse Learners</p> <p>Planning and Preparation<br/>Lesson planning &amp; special education<br/>Developing objectives &amp; tiered SGO's</p> <p><i>Technology Presentation</i></p> | <p>Salend -<br/>Chapter 3 p.100-117<br/>Chapter 6 p. 222-224,<br/>Chapter 8 pp. 284-296<br/>&amp; pp. 307-314</p> <p>Danielson – Ch. 4, pp. 43-64</p> <p>SR/S 1:<br/>The state department of NJ – Achieve NJ – SGO's<br/><a href="http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml">http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml</a></p> <p>Check class website for additional readings</p> |
| <p>Week 4<br/>February 11</p> | <p>Creating Classroom Environment &amp; Promoting Positive Behavior</p> <p>The Framework for Teaching<br/><i>DOMAIN 2</i><br/><i>The Classroom Environment</i></p> <p><b><i>Behavior Intervention Plan is assigned</i></b></p>   | <p>Salend - Chapter 7</p> <p>Danielson – Ch.4, pp. 64-77</p> <p>Check class website for additional readings</p>   |
| <p>Week 5<br/>February 18</p> | <p>Large &amp; Small Group Instruction, Cooperative Learning for Students with Learning Problems</p> <p>The Framework for Teaching<br/>DOMAIN 3<br/>Instruction</p> <p><i>Technology Presentation</i></p>  | <p>Salend - Chapter 9</p> <p>Danielson – Ch.4, pp. 77-92</p> <p>Special Education Scenarios<br/><a href="http://www.danielsongroup.org/article.aspx?page=SpecialEd">http://www.danielsongroup.org/article.aspx?page=SpecialEd</a></p> <p>Check class website for additional readings</p>  |

|                       |   |  |
|-----------------------|---|--|
| Week 6<br>February 25 | Differentiating Instruction 1:<br>Reading & Writing,<br>& Literacy<br><br><i>Technology Presentation</i>  | Salend - Chapter 8,<br>pp. 296-307<br><br>Salend - Chapter 10<br><br>Check class website for<br>additional readings  |
| Week 7<br>March 4     | Differentiating Instruction 2:<br>Math, Science, & Social Studies<br><br>Framework for Teaching<br><i>DOMAIN 4</i><br><i>Professional Responsibilities</i><br><br><i>Technology Presentation</i><br><br><i>Danielson assignment is assigned</i> | Salend - Chapter 11<br><br>Danielson – Ch.4, pp.99-<br>109<br><br>Check class website for<br>additional readings   |
| Week 8<br>March 11    | Grading & Assessment<br><br>Round Table - Behavior Interventions<br><u>Bring a hard copy of your behavior<br/>Intervention Plan</u><br><br><i>Technology Presentation</i><br><br>SR/S 2 Domain 3 Assessment<br>54-57                            | Salend - Chapter 12<br><br>Check class website for<br>additional readings<br><br><b>Due: Behavior<br/>Intervention Plan</b><br>(Submit on class website<br>and bring hard copy to<br>class for each classmate) |
| <b>March 18</b>       | <b>Spring Break</b>   |  |
| Week 9<br>March 25    | Co-Teaching<br><br>Attention & Memory<br><br><i>Technology Presentation</i><br><i>Differentiated Unit Plan Presentations</i>  | Salend - Chapter 4, pp.<br>142-155<br>& pp. 445-446<br><br>Check class website for<br>additional readings  |
| Week 10<br>April 1    | Working with Professionals & Families<br><br><br><br><i>Technology Presentation</i>   | Salend - Chapter 4, pp.<br>156-172   |

|                     |  |  |
|---------------------|--|--|
|                     | <i>Differentiated Unit Plan Presentations</i>  | Check class website for additional readings  |
| Week 11<br>April 8  | Social & Personal Aspects of Inclusion<br>Acceptance & Friendship<br><br>Autism Spectrum Disorder<br><br><i>Technology Presentation</i><br><i>Differentiated Unit Plan Presentations</i>   | Salend - Chapter 5 & pp. 118-130, 210-219, 230-237<br><br>Check class website for additional readings  |
| Week 12<br>April 15 | Vision & Hearing Impairment<br>Accommodations & Modifications<br><br><i>Technology Presentation</i><br><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<br><br>Check class website for additional readings          |
| Week 13<br>April 22 | IEP's the general educator responsibility<br>The difference between SGOs and IEP goals<br><br>ADHD – invisible disability<br><br>Observing Classroom Practice<br><br><i>Technology Presentation</i><br><i>Differentiated Unit Plan Presentations</i>                             | pp. 49-62<br><br>ADHD - Making The Invisible Visible<br><br>Danielson – Observing Classroom<br><br>Check class website for additional readings |
| Week 14<br>April 29 | Danielson, SGO, PARCC, common core standards<br><br>Crosswalk between Universal Design for Learning (UDL) and the Danielson Framework for Teaching (FFT)<br><br>Review for the Final Test<br><br><i>Technology Presentation</i><br><i>Differentiated Unit Plan Presentations</i> | Crosswalk presentation<br><br>Check class website for additional readings<br><br>Study Guide & Reflective Questions                            |
| Week 15<br>May 6    | Course reflections / survey<br><br><b>Final Exam - Non-cumulative test</b>   |  |

**\*\* Schedule is subject to change**