

Spring 2015
 Inclusive Teaching in Education
 15:293:523 (Section 05)
 3 Credits
 Thursdays, 4:50-7:30, Frelinghuysen: Rm A1

| | |
|---|---|
| Jigisha Vyas | Jigisha.vyas@rutgers.edu |
| 201-696-5079 | 10 Seminar Pl |
| Office Hours: By appointment | Prerequisites or other limitations: N/A |
| Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input 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: |

Learning goals: Upon completion of this course, students can expect to:

- 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)*
- 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)*
- 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)*
- 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)*
- 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)*
- Students will be able to identify and implement appropriate modifications and accommodations for students. *(PTS 2iii; 4i3; 7i4; CEC GC4S7)*
- 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)*

- Students will identify co-teaching and co-planning methods to strengthen content acquisition of individual with disabilities. *(PTS 9 ii3; CEC CC10K1, CC10S6)*
- 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)*
- Students will incorporate and implement instructional and assistive technology into students' educational programs. *(PTS 4i4; CEC GC4S7, CC7S0)*

Course catalog description:

This course focuses on the foundations of special education. The purpose of the course is 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.

Class materials/ Textbooks:

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

Other description of course purposes, context, methods, etc:

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.

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, email/Web multitasking, 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. 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 students”, or “students without learning disabilities” should be used. See the APA Manual for more information on person-first terminology.

APPROPRIATE & INAPPROPRIATE USE OF ELECTRONIC DEVICES

Students are expected to put all electronic devices away during class, including telephones/text messaging devices. Students with bona fide reason for accessing text messaging during class (e.g., family member in hospital) will be permitted to do so, but are requested to privately contact the instructor in advance as to the need.

Laptop/notebook computers are not to be used in class unless by special advance arrangement with the instructor (students are provided class PPT notes for every session that can be printed/viewed in advance).

LATE ASSIGNMENTS POLICY

All assignments are expected on time. Late assignments will receive a reduced grade, generally, a flat reduction in grade equivalent to 10% of the total possible assignment 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.

Grading policy:

1. Participation (@ 3 points per class x 14 sessions = 42 points)
2. Exams (2 @ 40 points each = 80 points)
3. Technology Assignment (20 points)
4. Student-Led Presentation (40 points)
5. Study Guide Assignment (20 points)
6. Differentiated Unit Plan (100 points)/Presentation (20 points)

Course Grades: (out of 322 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 | 59.99% and below | |

Assignments¹:

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; and 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. Exams: There will be two exams 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 homework, and to read the assigned chapters and related handouts.

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

3. Technology Assignment: (Partnership Project) The purpose of this assignment is to explore and increase awareness of current technological enhancements for students with various disabilities in an inclusion setting. For example, it can be about the benefits of using an iPad with students with autism or it can be a classroom adaptation that you want to demonstrate, such as using specific Internet sites or software to supplement a lesson. This assignment will be completed in partnerships (2 people per group) and will include a

¹ Including exams, papers etc.

brief, 20-minute presentation/demonstration with a one-page handout for each class member. You will sign up for a presentation date at session #1 and presentations will start at session #3.

4. Student-led presentation/discussion. Beginning at session #2, students will present on a research-based article/journal during each class. Following a brief introduction in which the presenter states the topic and previews the main presentation content (1-2 minutes, with accompanying presentation overview slide), the main content part of the presentation will last 8-9 minutes, to be followed by 8-9 minutes of facilitated (by the presenter) discussion (or, discussion can be embedded throughout the presentation), and a 1-2-minute summary/closure with accompanying slide.

Under no circumstances can the total time fall short of/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 presentation-dates 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 to Professor Vyas 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 3-4 page (single spaced) detailed handout (with more detail than in the PPT show) for class members containing summary information (see exemplar on SAKAI)
- c. A 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.

5. Study Guide Assignment: Beginning at session #2, a one student per session will each post a 5-6 page, single spaced, outline form, bulleted study guide for a particular reading for two sessions. The study guide will highlight the most relevant information from the assigned reading, and will follow the organizational structure of that reading. Each student will sign up for a different reading beginning at session #1. The student-produced study guide will be posted on the class Sakai site via “Drop-Box”, available to all students enrolled in the course. The study guide must be submitted to the instructor by Wednesday night at 9 PM (ET) on the day before the assigned session.

6. Differentiated Unit Plan – 100 points 3/26, 4/2, 4/15

This is a group assignment (teacher created groups: combining students of the various concentrations) and you will be given class time from February 5 until March 12 to work together as a group to complete the assignment. Groups will be assigned at session #2, where you will also sign up for a presentation date and will hand in your unit on the day you present it. Your presentation must be about 15 minutes long, with an additional 3-5 minutes for questions. 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.

Objective: The objective of this assignment is to put into practice the information taught in class regarding differentiating instruction for at-risk students, to build on your student teaching experience, as well as incorporating the other content areas into your subject area. See project outline handout provided on session #1.

Web site: sakai.rutgers.edu

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

| SESSION # | CONTENT COVERAGE | READINGS |
|-------------|--|---|
| 1 (1/22) | <ul style="list-style-type: none"> • Course Introduction • What is special education and inclusion, the history and laws of special education, the structure of support services in New Jersey (extra credit for advance reading with bulleted outline notes submitted at class session #1) | <ul style="list-style-type: none"> • Chapter 1 |
| 2 (1/29) | <ul style="list-style-type: none"> • How are students identified for special education, the IEP process, characteristics and interventions used with specific disabilities (Student-led presentations begins) | <ul style="list-style-type: none"> • Chapter 2 |

| | | |
|--------------|--|---|
| | | |
| 3 (2/5) | <ul style="list-style-type: none"> Differentiated Instruction (Technology presentations begins) | <ul style="list-style-type: none"> Chapter 8 (pages 284-296) Sakai: Strategies for Differentiation |
| 4 (2/12) | <ul style="list-style-type: none"> Large & small group instruction, note taking Cooperative learning for students with learning disabilities | <ul style="list-style-type: none"> Chapter 9 |
| 5 (2/19) | Differentiating reading & writing | <ul style="list-style-type: none"> Chapter 8 (pages 296-307) Chapter 10 |
| 6 (2/26) | <ul style="list-style-type: none"> Co-teaching | <ul style="list-style-type: none"> Chapter 4 Sakai: Co-teaching |
| 7 (3/5) | <ul style="list-style-type: none"> Differentiation in math, science, social studies, and literacy Culturally and linguistically diverse students | <ul style="list-style-type: none"> Chapter 11 (p. 431-449) Chapter 3 (p. 100-117) Chapter 6 (p. 222-224) Chapter 8 (p. 307-314) |
| 8 (3/12) | <ul style="list-style-type: none"> EXAM 1 Grading and assessment Memory <p style="text-align: center;">(Reminder: Spring Break - 3/19)</p> | <ul style="list-style-type: none"> Chapter 12 p. 445-446 |
| 9 (3/26) | <ul style="list-style-type: none"> Behavior | <ul style="list-style-type: none"> Chapter 7 |
| 10 (4/2) | <ul style="list-style-type: none"> Working with professionals and families Acceptance and friendship | <ul style="list-style-type: none"> Chapter 4 (p.156-172) Chapter 5 |
| 11 (4/9) | <ul style="list-style-type: none"> Social and Personal aspects of Inclusion <p style="text-align: center;">***ONLINE SESSION***</p> | <ul style="list-style-type: none"> Chapter 5 (p. 118-130, 210-219, 230-237) |
| 12 (4/16) | Resume, Application Process, Interviewing | <ul style="list-style-type: none"> Additional reading (TBD) |
| 13 (4/23) | Danielson 1& 3, SGO, video, PARCC, common core | <ul style="list-style-type: none"> Additional reading (TBD) |

| | | |
|----------------------|---|--|
| <p>14 (4/30)</p> | <ul style="list-style-type: none"> • Vision Hearing • IEPs: the general educator responsibility | <ul style="list-style-type: none"> • p. 90-92, 92-94, 181, 275-276, 278, 294, 294-295, 324-326, 326- 327, 367 • p. 49-62 |
| <p>14 (5/7)</p> | <ul style="list-style-type: none"> • Class wrap-up • EXAM II | <ul style="list-style-type: none"> • Additional reading (TBD) |