

Spring 2015
Inclusive Teaching in Education
15:293:523:06
 Frelinghuysen Hall, Room A4
 3 Credits
 T 4:50 - 7:30

Instructor: Judith R. Harrison, Ph.D.	Email: judith.harrison@gse.rutgers.edu
Phone: 848-932-0822	Office: 10 Seminar Pl Rm 317
Office Hours: Tuesdays and Thursdays, by appointment	Prerequisites: Teacher Ed Students; Secondary Education
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

Learning goals:

Upon successful completion of the course, students will be able to (standards within parenthesis are New Jersey Professional Teaching Standards [NJ PTS], New Jersey Professional Standards for Teachers Aligned with InTASC May 5, 2014, [NJ IT] and Council for Exceptional Children Common Core Knowledge and Skills Base for Beginning Special Education Teachers [CEC CC]):

1. Students will use Present Level of Academic 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 appropriateness for students with disabilities in a general education setting (PTS 1 ii3,4I, 2, iii3,7; CEC CC7K2)
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 plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and material to differentiate instruction for individuals and groups of learners. (NJ IT 7i(2))
7. Students will be able to identify and implement appropriate modifications and accommodations for students. (PTS 2iii; 4i3; 7i4; CEC GC4S7)
8. Students will be committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs (NJ IT 6 iii (3))

9. 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)
10. Students will understand students with exceptional needs, including those associated with disabilities and giftedness, and know how to use strategies and resources to address these needs. (NJ IT 2 ii(2))
11. Students will be able to access resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate through curriculum planning and curricular and instructional modifications, adaptations and specialized strategies and techniques, including the use of assistive technology (NJ IT 2i(6))
12. Students will identify co-teaching and co-planning methods to strengthen content acquisition of individual with disabilities. (PTS 9 ii3; CEC CC10K1, CC10S6)
13. 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)
14. Students will incorporate and implement instructional and assistive technology into students' educational programs. (PTS 4i4; CEC GC4S7, CC7S0)

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: (a) understand the nature of various disabilities and the laws that govern their education; (b) develop behavior management strategies to work with students with behavioral challenges; (c) learn how to use accommodations, strategies, techniques and differentiated instruction so that ALL students will benefit from instruction; and (d) 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 by Spencer Salend (ISBN# 0-13-227235-0) Pearson - Prentice Hall, 7th edition and additional required readings available online at SAKAI:
<https://sakai.rutgers.edu>

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. 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. Because of the hands-on-approach attendance is imperative. Students should notify the instructor by e-mail or in writing when they are absent.

These 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

Assignments:

Points will be earned for the following activities (rubrics will be provided for each activity):

1. **Attendance and participation** (20 points). Come to class on time and prepared. Attendance and participation is very important for you to benefit from this class. You are responsible for all assigned readings. Our interactions and activities depend upon you being thoroughly familiar with the readings. Bring the syllabus, textbook, readings, and handouts to every class. Attendance and consistent on-time arrival is a requirement for class participation. If you miss class because of an emergency, please notify the instructor via email or phone.
2. **Assignment 1: Technology Assignment** (25 points). You will complete the technology assignment in pairs. The assignment includes an in-class presentation and a one-page handout for the class. Please sign up for a presentation date on SAKAI. Briefly, you will describe and demonstrate the use of instructional technology in the classroom and methods of adapting that technology to increase the success of inclusion of students at-risk or with exceptionalities. Please follow the rubric on SAKAI to assure that you include all necessary information.
3. **Assignment 2: Behavior Intervention Plan** (50 points). You will complete a functional behavioral assessment and a behavior intervention plan based on a video or case study of a child “in your class” who is not responding to your classroom management plan. Components of the plan will be discussed in detail in class and information is included in your textbook. Please follow the rubric on SAKAI to assure that you include all necessary information.
4. **Assignment 3: Differentiated Unit Plan** (100 points). This is a group assignment (maximum of 5 to a group) and you will be given class time from January 29th until March 12th to work. You will sign up for a presentation date on SAKAI. You 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 submit your completed unit, there should be a list of group members and the components of the unit for which each member was responsible along with the grade and subject. You will receive a group grade and an individual grade for this assignment. The unit will include an (a) introduction, (b) a description of three types of students with special needs that will be differential for in the unit including one student with a learning disability, one student with behavioral challenges, and one student with a disability of your choice, (c) a brief description of the school setting, (d) a description of how the unit relates to the students life, (e) a description of each common core standard that is addressed by the unit and a description of how you will modify (if you will) the standards, (f) a description of prior knowledge students’ needs for the unit; how you will know if they have that knowledge, and how you will address gaps in their knowledge.

Within in the unit, you will describe a plan to include accommodations, modifications, and interventions of your overall goals, assignments, and assessments. The plan will include a continuum of services to address the needs of your students (i.e., services on the evidence based IEP, within the Life Course Model). You will include a plan to monitor student progress including formative and summative assessments and a plan for responding to response (and non-response) to intervention. You will include a

description of the role of paraprofessional(s) within this unit.

One lesson will include a cooperative learning activity and one lesson will be team-taught. For the cooperative learning activity, you will explain how you will group students, grade the activity, and include accommodations or interventions as needed. For the team-taught lesson, you will describe each teacher's (general and special education) responsibilities for the lesson. Please check the rubric on SAKAI to make sure that you include all of the details for this lesson.

5. **Assignment 4: Unit Presentation** (25 points). Your group will present your differentiated lesson. Please sign up for a date on SAKAI. Your presentation should be about 15 minutes long, plus 5 minutes for questions (total of 20 min.). You will hand in your unit on the day of your presentation. For your presentation, explain: (a) your unit objectives, (b) the students and setting for your unit, specific accommodations, interventions, and modifications that you included for your students designed to teach concepts, engage learners, structure independent practice, use technology, and make material more accessible. Please bring an example of one of these strategies to share with the class.
6. **Classwork** (100 points). Class work will be a composite of class participation and in-class assignments.

Task	Points	Course Objective(s)	Due Date
Attendance and Participation	20	All	Each class
Assignment 1: Technology Assignment	25	1, 2, 3, 8, 10, 11, 14	Per presentation schedule
Assignment 2: Behavior Intervention Plan	50	1, 2, 5	3/5/14
Assignment 3: Differentiated Unit Plan	100	1, 2, 3, 4, 5, 9, 11, 12, 13	Per presentation schedule
Assignment 4: Unit PowerPoint Presentation	25	1, 2, 3, 4, 5, 8, 9, 11, 12, 13	Per presentation schedule
Class work	100	1, 2, 8	Per class
Total Possible Points	320	All	

If you have special needs as defined by the Americans with Disabilities Act and are eligible for academic accommodations, please notify your instructor 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.

Assignment Submission:

All assignments must be uploaded to the corresponding assignment folder on SAKAI by prior to class on the due date.

All assignments must be formatted per the Publication Manual of the American Psychological Association (APA; 6th edition; 2009). Assignments must be double spaced using 12-point Times New Roman font. Refer to the APA manual and the handout provided by your instructor. Please proof read your assignment prior to submission paying close attention to grammar, spelling, and organization.

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 to avoid points being deducted.

Additional assignments may be given at the beginning of class. If late to class, students are responsible for checking with other students in the class.

Policy: Professional Behavior and Demeanor:

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. Students should avoid terminology that objectifies human beings as “things” of pity, such as, wheelchair-bound, confined to a wheelchair, or suffers from 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.

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

Week	Dates	Topic	Readings**	Notes/Activities/ Assignments Due
1	1/22	<ul style="list-style-type: none"> Review the syllabus Pre-test: Inclusion (philosophy, attitude) Understanding inclusion 	Salend: Chapter 1	
2	1/29	<ul style="list-style-type: none"> Understanding diverse educational strengths and challenges of students with disabilities Understanding diverse education strengths and challenges of students who challenge schools 	Salend: Chapter 2 & 3	Technology presentations begin
3	2/5	<ul style="list-style-type: none"> Defining intervention, accommodation, and modification Academic management skill interventions (Teacher mediated) 	Harrison, Bunford, Evans, & Owens (2013) Wagner et al. (2006) Evidence Based IEP Life Course Model Additional assigned readings	
4	2/12	<ul style="list-style-type: none"> Creating a Classroom Environment that Promotes Positive Behavior 	Salend: Chapter 7	
5	2/19	<ul style="list-style-type: none"> Meet in groups of two and begin developing the classroom management and behavior intervention plan 		2/19 - No class; Meetings to work on Classroom Management and Behavior Intervention Plan
6	2/26	<ul style="list-style-type: none"> Self-mediated interventions Peer mediated interventions (e.g., Peer assisted learning) 	Additional assigned readings	
7	3/5	<ul style="list-style-type: none"> Differentiating large and small-group instruction 	Salend: Chapter 9	3/5- Classroom Management Plan and Behavior Intervention Plan Due
8	3/12	<ul style="list-style-type: none"> Differentiating instruction for diverse learners 	Salend: Chapter 8	3/12-No Class; Read Chapter 8 and respond to the question on the discussion board and to one other person's response.

9	3/19		Spring Break	3/19 - No Class Spring Break
10	3/26	<ul style="list-style-type: none"> Differentiating reading, writing, and spelling instruction 	Salend: Chapter 10 Additional assigned readings	
11	4/2	<ul style="list-style-type: none"> Differentiating math, science, social studies instruction 	Salend: Chapter 11	
12	4/9	<ul style="list-style-type: none"> Work on differentiated unit plan 		4/9 - No class; group meeting for differentiated unit plan
13	4/16	<ul style="list-style-type: none"> Creating collaborative relationships and fostering communication Creating environments that foster acceptance and friendship Models of collaboration and consultation 	Salend: Chapter 4 & 5 Additional assigned readings	
14	4/23	<ul style="list-style-type: none"> Creating Successful Transitions to Inclusive Settings 	Salend: Chapter 6	
15	4/30	<ul style="list-style-type: none"> Evaluating student progress and program effectiveness Post-test inclusion (attitude/philosophy) 	Salend: Chapter 12	Last Class Day
	TBA			<i>Final Project</i>