

Spring 2016
Inclusive Teaching in Education
 15:293:523 – 01
 3 credits
 Wed, 7: 40 pm-10: 20 pm, Scott Hall, Room 219

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Cell: (908) 456-0380	Scott Hall, Room 219 43 College Avenue New Brunswick, NJ 08901-1164
Office Hours By appointment	Prerequisites or other limitations: Teacher Ed Students
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: X- No <input type="checkbox"/> Yes Directions about where to get permission numbers: n/a

Learning goals:

Upon successful completion of the course, students will be able to (Parenthetical information relates to New Jersey Professional Teaching Standards NJPTS):

1. 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. 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. 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. 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. 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. 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. identify and implement appropriate modifications and accommodations for students. (PTS 2iii; 4i3; 7i4; CEC GC4S7),
8. 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. 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. 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. 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. identify co-teaching and co-planning methods to strengthen content acquisition of individual with disabilities. (PTS 9 ii3; CEC CC10K1, CC10S6),
13. 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. incorporate and implement instructional and assistive technology into students' educational programs. (PTS 4i4; CEC GC4S7, CC7S0).

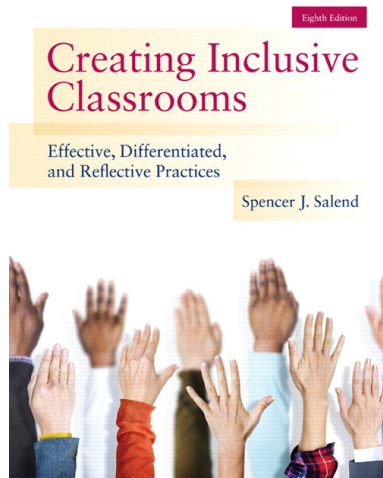
Course catalog description:

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.

Textbook / Class Material:

Creating Inclusive Classrooms: Effective, Differentiated and Reflective Practices, Enhanced Pearson eText -- Access Card, 8/E

Spencer J. Salend, *State University of New York at New Paltz*
ISBN-10: 0134019407 • ISBN-13: 9780134019406
©2016 • Pearson • Access Code Card, 512 pp
Published 06/16/2015 •

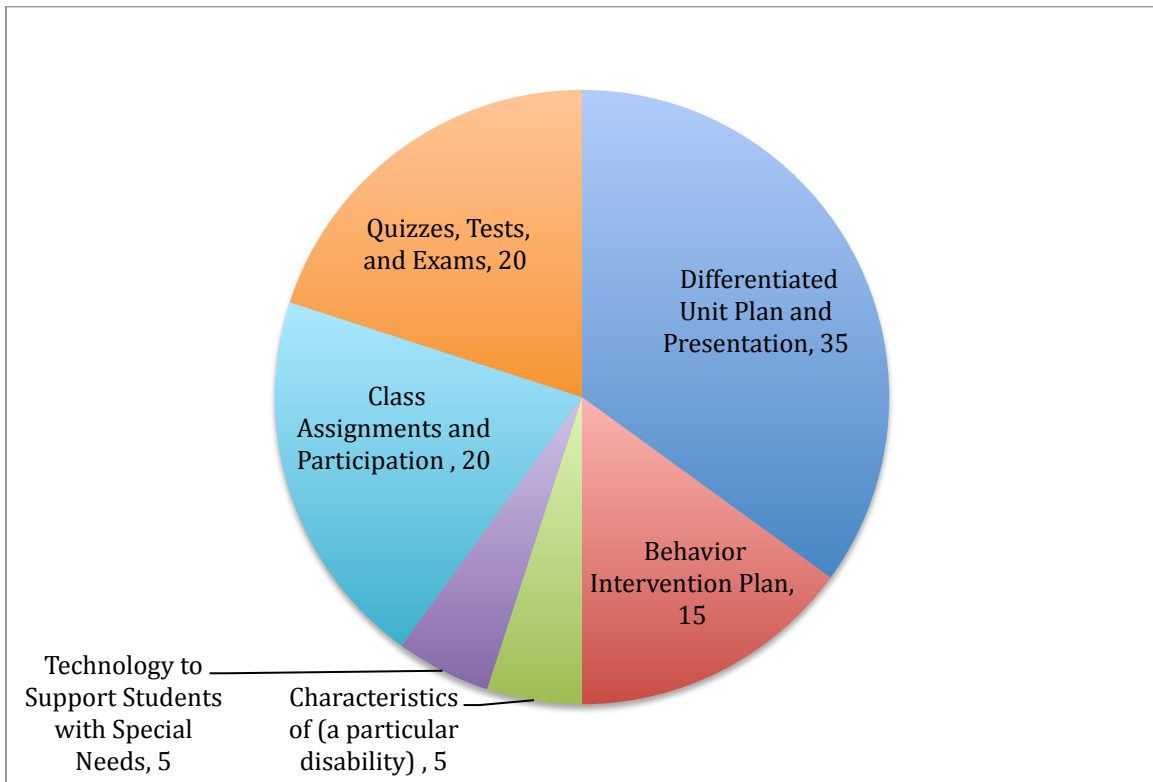


Additional Reading will be posted online

Policies

How You Earn Your Grade:

All assignments are expected to be completed by the due date. 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 expect to be 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 - 0% = F

Attendance Policy:

Students are expected to attend every class. Class starts at 7:30 pm sharp and will continue until exactly 10:20 pm. More than two unexcused absence will lower the final course grade by one full letter grade. 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 arrange to make up all missed classwork.

Each class meeting will have both a discussion component and a group-work component that can only be completed during class. There will be a 15-minute break.

Academic Integrity Policy:

- All students must follow the RU Code of Student Conduct which can be accessed at: <http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml>
- For information on the academic integrity policy, please go to: <http://www.rci.rutgers.edu/~polcomp/integrity/policy.shtml>
- A multimedia presentation on plagiarism can be found at: <http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>
- Related regulations may also be found in the Rutgers Graduate School of Education Catalog

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>.

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>.

Expectations:

1. Students are expected to attend class having completed the readings and assignments. This means that you will come to class able to summarize key points in the readings and with questions for the instructor and your classmates about the assignment. Even material not covered in class may appear on your tests and exams. Each student is required to participate in in-class discussions and assignments by freely sharing their ideas, questions, and perspectives. Class assignments will be given out during each class. If late to class, students will be responsible for checking with

other students. Scores received on group assignments completed in class will be included in the class participation component of the course grade. Students may also participate via postings on the course eCollege site. Each class member is responsible for making the class a success.

2. Assignment Submission Policy:

All assignments completed out of class 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, Arial, or Verdana) in a 12-point size. 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. 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 and Title of Assignment.doc*).

Each assignment (including all presentations) must be submitted electronically on or before the due date by using eCollege. In addition to submitting on-line, you will also be required to bring a hard copy of your paper only (do not print out presentations) to class on the due date. Assignments turned in after the assigned due date will only be able to earn a maximum of 80% of the possible total score.

3. **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.

4. Using Technology in Class:

This course will be supported by the eCollege course management system. To access eCollege you will need Internet access and use a supported Web browser (recommended Firefox or Safari). The URL for the Rutgers eCollege portal is: <https://onlinelearning.rutgers.edu/ecollege> You will need your Rutgers net ID to enter the eCollege portal.

Students are encouraged to bring laptops and tablets to class for completing class assignments. However, students are not permitted to use a computer, tablet or cellphone during the class for any purposes besides class related activities. **No browsing or texting in class.** If you expect an important call during class – set your phone to silent mode and take a seat near the door.

5. Class Cancellation:

You will receive an email from the instructor if class is cancelled. If class is cancelled due to inclement weather students will be required to complete replacement assignments (check class website).

6. Note: Papers will be graded within 14 days of their submission.

Assignments and Assessments

1. Differentiated Unit Plan and Presentation

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.

This is a group assignment that includes a comprehensive paper and presentation. You will receive two rubrics and specific requirements for each part of this assignment during the class. Each group will present to class on the assigned date, **and the paper is due on the date of the presentation.**

Each group will create a Differentiated Unit Plan that includes:

- *Introduction* – information about the school district, class characteristics, facts about specific students-at-risk and learning objectives for the unit
- *Lesson Plans*– detailed lesson plans with learning objectives, differentiation of instruction, modified and adapted materials, and technology. Individual lessons will include a variety of elements, such as work with the whole class, small groups, and individual students, team-teaching, cooperative learning activities, instruction differentiated with technology, and peer teaching as well as use of a multi-modal instructional approach.
- *Conclusion* – methods of assessment and reasons for choices in teaching methods, materials and differentiation strategies.

2. Behavior Intervention Plan

You will develop a classroom behavior intervention plan based on a 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 and to develop a behavior intervention plan. In your plan you will identify target behaviors, set specific objectives, determine preventive and alternative behavior strategies, decide on positive reinforcement and consequences for non-

compliance, school and home support methods and forms of communication, forms of assessment and a schedule for evaluations. You will write short analyses of the behavior and use the template to develop your plan. Rubric, template and specific description will be provided to you during class.

3. Technology to Support Students with Special Needs

You will research and demonstrate to the class technology-based tools, such as specific Internet sites or software, which will offer students-at-risk instructional or behavioral support. You will receive rubric, template, and specific instruction during the class.

4. Characteristics of (a particular disability)

You will research and share with the class characteristics of a particular disability assigned to you in class and appropriate teaching strategies to support students with that disability in an inclusive classroom. You will receive rubric, template, and specific instruction during the class.

5. Class Assignments and Participation

During this class students are expected to be actively engaged in a variety of learning activities, such as developing and explaining lessons, activities and modifications, participating in class and on-line discussions, preparing reports and presenting to class, etc. Participation and quality of class assignments will be monitored and graded.

6. Quizzes, Tests, and Exams

There are three announced tests (each includes 3-4 chapters), three unannounced class quizzes (based on one chapter), and a Final Exam.

Course Schedule

Note: Schedule is subject to change – please check class website regularly

Dates	Topics	Assignments, Assessment & Readings DUE DATES
Week 1 1/20/16	Course Introduction: Building Learning Community Understanding the Foundations and Fundamentals of Inclusion: What is special education and inclusion, the history & laws of special	Course and Syllabus Overview Class Website and Textbook Review Inclusion Fast Facts: https://nces.ed.gov/fastfacts/display.asp?id=59 The History of Inclusion in the United States - http://www.siskiyous.edu/class/ece28/historyofinclusionintheus.pdf

	<p>education, the structure of support services in New Jersey</p> <p>Assigned: <i>Technology to Support Students with Special Needs</i></p>	<p>The Every Student Succeeds Act vs. No Child Left Behind: What's changed?</p>
<p>Week 2 1/27/16</p>	<p>Understanding Inclusion</p> <p>Assigned: Characteristics of (a particular disability)</p>	<p>Chapter 1</p> <p>Technology Presentation</p>
<p>Week 3 2/3/16</p>	<p>Special - Education Process</p>	<p>Chapter 2</p> <p>Technology Presentation Disability Presentation</p>
<p>Week 4 2/10/16</p>	<p>Educational Strengths and Challenges of Students with Disabilities</p> <p>Assigned: <i>Test #1</i></p>	<p>Chapter 3</p> <p>Technology Presentation Disability Presentation</p>
<p>Week 5 2/17/16</p>	<p>Educational Strengths and Challenges of Students from Diverse Backgrounds</p>	<p>Chapter 4</p> <p>Test #1</p> <p>Technology Presentation Disability Presentation</p>
<p>Week 6 2/24/16</p>	<p>Differentiating Instruction for Diverse Learners</p>	<p>Chapter 8</p> <p>Technology Presentation Disability Presentation</p>
<p>Week 7 3/2/16</p>	<p>Differentiating Large- and Small-Group Instruction</p>	<p>Chapter 9</p> <p>Technology Presentation Disability Presentation</p>

Week 8 3/9/16	Differentiating Reading, Writing, and Spelling Instruction Assigned: Test #2	Chapter 10 Technology Presentation Disability Presentation
3/16/16	SPRING BREAK-NO CLASS	
Week 9 3/23/16	Differentiating Mathematics, Science, and Social Studies Instruction	Chapter 11 Test #2 Technology Presentation Disability Presentation
Week 10 3/30/16	Creating Collaborative Relationships and Fostering Communication	Chapter 5 Diff. Unit Plan Presentation
Week 11 4/6/16	Fostering Transitions, Self-Determination, Acceptance, and Friendships Assigned: Test #3	Chapter 6 Diff. Unit Plan Presentation
Week 12 4/13/16	Creating a Classroom Environment That Promotes Positive Behavior Assigned: BIP	Chapter 7 Test #3 Diff. Unit Plan Presentation
Week 13 4/20/16	Evaluating Student Progress and the Effectiveness of Your Inclusion Program	Chapter 12 Diff. Unit Plan Presentation
Week 14 4/27/16	Managing Disruptive Behavior in Inclusive Classrooms	Reading Assignment (eCollege) Behavior Intervention Plan – due Peer Review and Discussion:

		<p>Behavior Intervention Plan <i>(bring a hard copy of BIP <u>without your name</u> to class)</i></p> <p>Diff. Unit Plan Presentation</p>
<p>Week 15 5/4/16</p>	<p>Course Conclusion Review for Finals</p>	<p>Diff. Unit Plan Presentation</p>
<p>Exam Week 5/11/16</p>	<p>EXAM – online, no class</p>	<p>Course reflections / survey</p> <p>Final Exam - online</p>