

Spring 2016
Inclusive Teaching in Education
15:293:523:07
3 Credits

Instructor: Kristin Bertolero-White	Day & Time: Wednesday 4:50-7:30
Class Website: https://sites.google.com/site/sp293523/	
Phone Number: 973-922-0503	Location: FH-A2
Email: kristin@missbtechnology.com	Office Hrs: Appointment
Mode of Instruction:	
X Lecture	___ Hybrid
___ Seminar	___ Online

Class materials/ Textbooks:

- 1. Electronic Device to access internet-** Preferably a laptop, some websites require Flash Player.
- 2. *Creating Inclusive Classrooms* by Spencer Salend** (ISBN# 0-13-227235-0) Pearson - Prentice Hall, 7th edition (Can be used.)

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 on our class website. <https://sites.google.com/site/sp293523/>

Learning goals

Parentetical 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.

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%

Assignments vary based on class needs. These are short technology assignments that are graded as C-Complete or IC-Incomplete

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.

Partner or Individual Assignments**Technology Paper 15%**

Google Site (For modifying online and portfolio assessments, completed in class together.)- 10% please see page 9 for more information.

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.

Group Assignment:**Cross Curricular Unit Plan Document 20%****Cross Curricular Unit Plan Presentation 10%**

- 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, 3-4 lesson plans per person to provide "your students with" background knowledge, model techniques, research methods, writing, editing, and the practice they will need to complete the 3 assignments.

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.

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 <u>exactly what information or skills they will need and what you will do if students do not have the necessary skills.</u>	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 rationale, student jobs (Jigsaw), how they will be graded, trained to work together, & how they will monitor their group's progress on a group or individual basis	15	
7.	Degree to which the team teaching lesson describes a <u>co-teaching arrangement (not one teacher one helper), each teacher's responsibility for instruction & assessment, classroom organization,</u>	15	
8.	Degree to which you describe how you will monitor students' progress in terms of formative and summative assessment and how these assessments and achievement will be differentiated.	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 you add to the unit plan related to differentiation in <i>bold, italics.</i>	5	
10.	Degree to which your differentiation is embedded into the planning of instruction.	15	

**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-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 student's 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 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	

Google Site
Total Possible Points = 25

Number	Item	Possible Points	Points Received
1.	Sidebar: 1 Textbox & 2 Navigation Menus a. Portfolio Assignments b. Student Resources	5	
2.	Pages: 12 to 14 pages (depending on teacher assignment) Educational Sites, Educational Games, Differentiated Unit Plan, Technology to Support Student Needs, Assessments, Technology Assignments, Contact Form, "Meet the Teacher" biography, DropBox, 1 page for each period or content area.	5	
3.	Template: Teacher name in header, there is an image in the textbox and two hyperlinks; one to the biography page and one to the contact form.	5	
4.	Required number of assignments are uploaded to the following pages: Educational Sites, Educational Games, Differentiated Unit Plan, Technology to Support Student Needs, Assessments, Technology Assignments, Contact Form, "Meet the Teacher" biography, & DropBox	5	
5.	Grammar and spelling are appropriate for assignment.	5	
	Total	25	

Teacher technology courses go through the basics of using websites and online tools for instruction. This course will show you the steps of modifying these tool to meet learners' needs. You can use this site to create differentiated tasks for heterogeneous groups, homogeneous groups, and partner learning. You can upload specific assignments or links for each group and they can independently access the information. If you already have a Google Site for a different class you can modify it to meet the requirements for this class. ALL aspects of this site will be completed in class.

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)

Week	Topic	Assignments/ Readings
1	What is special education and inclusion, the history & laws of special education, the structure of support services in New Jersey	Required Reading: Chapter 1 Activities: 1. Nearpod Presentation-History of Special Ed. Formative assessment. 2. Misunderstood Minds Class Activity
2	How are students identified for special education, characteristics and interventions used with specific disabilities	Required Reading: Chapter 2 & the entire module of the pre-referral process from http://iris.peabody.vanderbilt.edu/module/preref/challenge/#content Activities: 1. Compare and contrast pre-referral process in NJ to the required readings 2. BlendSpace 3. Reading Strategy-Activating Background Knowledge and Generating Questions 4. Choose a Google Site URL and Template 5. Sign up for Technology Presentation.
3	Differentiated Instruction	Required Reading: Chapter 8; p. 284-296 & Read Entire Module: http://iris.peabody.vanderbilt.edu/module/udl/

		<p>Activity:</p> <ol style="list-style-type: none"> 1. Differentiated Note Taking with PowerPoint 2. Reading Strategy- Summarizing Text 3. Editing the Sidebar of Your site: Creating Pages
4	Whole Class, small group, and paired instruction. Cooperative learning for students with learning problems	<p>Required Readings: Chapter 9 & Read Entire PALS Module: K-6 http://iris.peabody.vanderbilt.edu/module/pals26/</p> <p style="text-align: center;">Or</p> <p>7-12 http://iris.peabody.vanderbilt.edu/module/palshs/</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Technology Presentation 2. Reading Strategy: Prediction 3. Using Inventories to create groups 4. PALS pairs for reading instruction 5. Teacher assigned unit plan groups- Determine topic by next week.
5	Differentiating reading & writing	<p>Required Reading: Chapter 10 & the entire module for Improving Writing Performance http://iris.peabody.vanderbilt.edu/module/pow/challenge/#content</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Technology Presentation 2. Reading Strategy: Visualizing 3. Teaching writing for struggling learners. 4. Finding graphic organizers for your content area and the specific task. 5. Adding a contact form to your website. <p>Homework: 5 minute Create EdPuzzle Video. Demonstrated in class. Based on Unit Plan Topic</p>
6	Differentiating math, science, social studies & literacy;	<p>Required Reading: Chapter 11 p. 431-449, Chapter 8 p. 307-314, http://iris.peabody.vanderbilt.edu/module/csr/#content- CRS Module</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Technology Presentation 2. Read Strategy 3. Creating a Webquest 4. Videoquest <p>Homework: Create a 5 tile webquest in BlendSpace based on Unit Plan topic.</p>
7	Grading & assessment Memory	<p>Required Reading: Chapter 12 & p445-446, Identify the CCCS you will cover in your unit plan.</p> <p>Activities Backward Design & Modifying Assessments</p> <ol style="list-style-type: none"> 1. Technology Presentation 2. Sign up for https://goalbookapp.com/toolkit/browse 3. Find content area, grade level, and CCCS 4. Identify goal for students on grade level, and those who need mild or moderate levels of support. 5. Add 5 websites for differentiating instruction and 5 skill reinforcement (educational games) sites.

Spring Break		
8	Culturally & linguistically different students	<p>Required Reading: Chapter 4 p. 142-155, and the Entire ESL Module http://iris.peabody.vanderbilt.edu/module/ell/#content</p> <ol style="list-style-type: none"> 1. Reading Strategy: Clarifying 2. ELL BlendSpace 3. Apply 8 steps of SIOP to unit plan lesson development. <p>Homework: 6 slide NearPod Presentation on Unit Plan topic based on Unit Plan topic.</p>
9	Co-Teaching	<p>Required Reading: Co-Teaching Scenario PDF available on class website.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Nearpod Presentation- Models of Co-Teaching 2. Co-Teaching Scenario Group Activity 3. Share results on BlendSpace Presentation <p>Homework: 2 minute Animated Story using Animoto or Stupeflix on Unit Plan Topic</p>
10	Behavior	<p>Required Reading: Chapter 7 Read entire Module: Addressing Disruptive and Noncompliant Behaviors (Part 1): http://iris.peabody.vanderbilt.edu/module/bi1/#content</p> <ol style="list-style-type: none"> 1. Unit Plan Presentation 2. BlendSpace Understanding Difficult Behaviors <ol style="list-style-type: none"> a. Identifying the behaviors of the acting out cycle b. Naming a behavior and identifying an alternative
11	Multicultural Education	<p>Required Reading: Addressing Disruptive and Noncompliant Behaviors (Part 2): http://iris.peabody.vanderbilt.edu/module/bi2/#content</p> <ol style="list-style-type: none"> 1. Unit Plan Presentation 2. Behavior Intervention Plan BlendSpace <ol style="list-style-type: none"> c. ABC's of Behavior Management d. Identify behaviors you want to foster 3. BlendSpace Ways to embed Multicultural Education into the curriculum.
12	Social & personal aspects of inclusion Acceptance and Friendship	<p>Chapter 5 & Entire Module Classroom Management Part 1 http://iris.peabody.vanderbilt.edu/module/beh1/#content and Classroom Management Part 2 http://iris.peabody.vanderbilt.edu/module/beh2/</p> <ol style="list-style-type: none"> 1. Unit Plan Presentation 2. How to use differentiation to: <ol style="list-style-type: none"> a. increase engagement b. prevent disruptive behaviors c. improve learning environment <p>Homework: Complete Unit Plan.</p>
13	Final	<p>Hand in completed unit plan.</p> <ol style="list-style-type: none"> 1. Unit Plan Presentation 2. Upload Unit Plan to Google Site 3. In-class, open notes and book, behavior intervention scenario.