

Inclusive Teaching in Education

15:293:523:90

3 Credits

Spring 2016

Ecollege Online

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Office Hours: please contact via e-mail	Prerequisites or other limitations: Access to computer and internet are necessary
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" 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: n/a

Learning Goals:

Parenthetical information relates to the Model Core Teaching Standards, 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. **The Learner and Learning: Standard #2 Learning Differences, Standard #3 Learning Environments.** (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 its appropriateness for students with disabilities in a general education setting. **The Learner and Learning: Standard #1 Learning Development; Content: Standard #4 Content Knowledge & Standard #5 Innovative Applications of Content; Professional Responsibility: Standard #9 Reflection & Continuous Growth** (PTS 1 ii3, 4 I,2, iii3,7; CEC CC7K2, CC7K4)
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: Standard #1 Learning Development; Content: Standard #4 Content Knowledge & Standard #5 Innovative Applications of Content; Instructional Practice: Standard #8 Instructional 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. **Instructional Practice: Standard #6 Assessment.** (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. **The Learner and Learning: Standard #2 Learning Differences.** (PTS 3 i3, iii3; 6 ii2,5,6; 7 iii3; CEC CC7S1)
6. Students will be able to identify and implement appropriate modifications and accommodations for students. **Instructional Practice: Standard #7 Planning for Instruction.** (PTS 2iii; 4i3; 7i4; CEC GC4S7)
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. **Instructional Practice: Standard #6 Assessment, #7 Planning for Instruction, #8 Instructional Strategies.** (PTS 4 iii1, 6 i1; CECGC5S3)
8. Students will identify co-teaching and co-planning methods to strengthen content acquisition of individual with disabilities. **Professional Responsibility: Standard #10 Collaboration.** (PTS 9 ii3; CEC CC10K1, CC10S6)
9. 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. **Professional Responsibility: Standard #10 Collaboration.** (PTS 9 ii3; CEC CC7K5)
10. Students will incorporate and implement instructional and assistive technology into students' educational programs. **Instructional Practice: Standard #8 Instructional Strategies.** (PTS 4i4; CEC GC4S7, CC7S0)

Course Catalog 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.

Class Materials/ Textbooks:

Salend, Spencer (2011) *Creating inclusive classrooms effective differentiated, and reflective practices* (8th ed.). Upper Saddle River, New Jersey: Pearson.

Current edition is required.

Haddon, M. (2003). *the curious incident of the dog in the night-time*. New York: Vintage.

Additional required readings available online at **Ecollege** under **DocSharing**.

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

Course 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.

Prerequisites

Students should be comfortable in an online environment and be able to use basic computer and Internet tools such as Word Processing, Power Point, Ecollege, and email. Students with this experience should have no problems taking this course. Tech support is available for issues that you may have with Ecollege. You can contact the Help Desk at (732) 445-HELP (4357).

Overview of Online Course Setup

You must log into the course **at least 3 times per week**, complete required readings, view the Power Point presentations, respond to threads, and complete assignments. **All class assignments and weekly discussions are due on time!** Be sure to check the announcement area and your assigned Rutgers e-mail regularly. I will provide directions you may need to use for that week via these two tools. Also, you have the syllabus as a guide as well. Each week I will provide an announcement guiding you through what is expected that week. I will add to the announcement any important information as the week progresses.

I set up the course in fifteen weeks. Each week will contain the Power Point presentation for each chapter, any videos, case studies and the threaded discussions for the week. Each week will begin on Sunday at 12am and finish on Saturday at 11:59pm. You should always stay a week ahead with the readings this will make it a lot easier for you to respond to the threaded discussions.

Course Expectations

Online courses are much different than the traditional course. You will be an active learner who needs to keep up with the course syllabus. It is expected that you will log into the course **at least three times a week** to complete the requirements for the week. You are required to respond to the threaded discussions as directed each week and **respond to classmates who respond to you as well as the instructor**. It is essential that you relate the readings to the threaded discussion questions. In addition, you can share personal experiences you have through student practicum and internship experiences. Please do not respond with statements such as “I agree” or “Good idea”. These are discussions and require a thorough response.

Please don't wait until the end of the week to try and complete the activities for that week. You will not receive full credit for your work if you complete all of your weekly work on the last day of the week. **All class assignments and weekly discussions are due on time!** If you have any questions do not hesitate to ask them. *All initial posts to discussions are due by Thursday and responses to peers by Saturday.*

Office Hours/Communication

I am available via e-mail. I do have a smart phone with me and for the most part respond via e-mail rather quickly. This is the best way to be in contact with me. Since I tend to respond very quickly, if you don't hear from me within 24 hours please send me the e-mail again. If there is

an urgent matter, please contact me via my cell phone number which I provided. Don't hesitate to contact me with any question! I will communicate with the class in several ways. It is the student's responsibility to check all communications and to know the expectations and requirements for this course. In order to support you, the following is strongly recommended:

1. Read this syllabus carefully and know its content well (pay special attention to Course Policies);
2. Check the announcement area of ecollege every time you login;
3. Check the introductory section to each week and for each thread;
4. Check your assigned Rutgers email. I will only use Rutgers email addresses to send out group emails.

If you have any concerns please contact me!

Class Lounge

I set up a Class Lounge tab on the course home page so that you can ask each other questions. I will check this area once periodically to see if there are any major areas of concern with the course that I need to address.

Professionalism

I ask that you use APA Style when writing any papers for this course. The webliography includes links that will assist you with APA Style. It is important to cite all of your references and plagiarism is completely unacceptable.

Please be polite and respectful when responding to threads. It is okay for us to have differences in opinions on topics that will arise in the course, but please be professional. In addition, you need to respond in writing using a professional manner. It is not acceptable to use "text messaging" language.

Course Policies

Syllabus

It is essential that you read the syllabus completely before beginning your work for this course. Please be advised that the syllabus is tentative. I will notify you of any changes that come up via the announcements section of the course home page. Please check the announcement page regularly. Lack of knowledge of changes is not acceptable.

Grading policy:

How You Earn Your Grade:

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 points for each day they are late. **Extra credit is not offered.**

Grading Requirements:

	<u>Point Value</u>
1. Differentiated Unit Plan	150
2. Online Participation	125
3. Behavior Intervention Plan	125
4. Reflective Journal	50
5. Final Exam	<u>50</u>
Total:	500

Number grades will be converted to letter grades as follows:

90 – 100%	= A	447.3-500
87-89%	= B+	432.3-447.2
80-86%	= B	397.3-432.2
77-79%	= C+	382.3-397.2
70-76%	= C	347.3-382.2
69% and below	=F	0-347.2

Assignment Submission Policy:

- Late assignments are accepted only at the discretion of the instructor and points will be deducted.
- Students should review and be familiar with the Policy on Academic Integrity. 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, or work written for another professor’s course are all reasons for failure of this course and dismissal from this university. The source of the unit plan for the Unit Plan assignment should be documented.
- **Terminology:** Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as “students with learning disabilities” or “individuals who have mental retardation” are preferred over adjectival constructions such as “mentally retarded 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” or “students without learning disabilities” should be used.
- 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 12-point font in a traditional/professional font (e.g., Times New Roman). All assignments must be completed using APA Format (5th Edition). In particular, references should be noted in the body of your work.

Assignments¹:

(Rubrics for assignments are located under DocSharing on Ecollege)

Differentiated Unit Plan – 150 points

Due: 4/16/16 to the dropbox

Group Project: Groups will be assigned based on certification area

Individual Reflection: To be submitted separately by each group member

This is a partial set of directions. You are to read these directions and then go to Doc Sharing for the Differentiated Unit Plan Format and Differentiated Unit Planning Chart, which are also available under the Differentiated Unit Plan tab on ecollege.

You will be provided with a rubric, which will be posted under Doc Sharing and with a copy of these directions on our ecollege pages. The completed Differentiated Unit Plan will be submitted to the instructor via the DropBox. Each member of the group will also submit an individual reflection of the Differentiated Unit Plan.

¹ Including exams, papers etc.

The objective of this assignment is to put into practice the information learned in class regarding differentiating instruction for at-risk students and to build on your student teaching experience and other teaching experiences. You will apply what you have learned about special education and differentiating instruction to three (3) lessons from the unit plan selected by your group.

The importance of this assignment is reflected in its high point value. A high-quality Differentiated Unit Plan is best developed over time. Last minute work will be evident in the quality of the finished product. You should begin working on this assignment as soon as you are formed into groups. Please find descriptions of the major components of the Differentiated Unit Plan below.

The Unit Plan

You will select one unit plan developed for a previous class by one of the group members. The unit plan should be a very thorough, well-planned document. This unit plan will be your starting point.

Three Lessons*

You will then select three (3) lessons from the unit plan that your group is using.

1. One lesson must include a cooperative learning activity and you will explain how and why students will be grouped as planned. How will you grade them and how will you accommodate for student differences within the groups and for grading?
2. One lesson must be team taught and you will describe each teacher's (general and special education) responsibilities for the lesson.
3. The third lesson included in the DUP may be any type of lesson of your choice, as long as it is appropriate to the level, content, and objectives to which you are teaching.

* IMPORTANT NOTE: At least one lesson must describe how you will use technology to support students with special needs (include this in the *Differentiated Lesson Planning Chart*).

Differentiated Lesson Planning Chart

The *Differentiated Lesson Planning Chart* is provided in ecollege under Doc sharing and under the tab called "Differentiated Unit Plan." You will transfer select information from each of the three lessons that you are using to a corresponding *Differentiated Lesson Planning Chart* – one lesson for each chart for a total of three charts. The *Differentiated Lesson Planning Chart* provides space for you to include information about how you will provide comprehensive differentiation of the lessons for the students with special needs. You must show how you will differentiate each individual lesson for each group of diverse learners described below. As you complete the charts, you will demonstrate how you considered and modified (if necessary) the following: objectives, environment, activity, learning strategies, materials, requirements, instructions, level of assistance, and assessments. These areas include planning for how you will modify reading assignments and/or handouts, as well as writing assignments.

Students for Whom You will Differentiate

Each *Differentiated Lesson Planning Chart* will indicate how you will differentiate for the following types of students *at a minimum* (you may elect to indicate how you will differentiate for other types of students as well):

1. Student with a learning disability who is reading two grade levels lower than peers;
2. Student with ADHD – Combined Type (Inattentive and Hyperactive);

3. Student with autism or other moderate disability of your choosing. *If you select another moderate disability you must get approval from the instructor in advance.*

Cover Pages

The first two pages of the unit plan will be cover pages to the *Differentiated Lesson Planning Charts*, and must include a list of group members and the components of the unit plan for which each group member is responsible. Each member of the group is required to contribute to the work required for this project. The following components **must** be included in the Cover Pages:

1. Names of group members and responsibilities;
2. Subject Area;
3. Grade Level;
4. School Setting (inner city, suburban, student interests and activities, cultural influences, etc.) and explanation of how our lessons will relate to your students' life experiences;
5. Class Make-up (gender, ELL/DLL, gifted students, minorities, and students with LD, ADHD, and autism or other moderate disability);
6. NJCCCS or CCS;
7. Lesson Objectives;
8. Essential Questions;
9. Key vocabulary; and
10. Teacher and Student Materials Needed.

Samples of Handouts/Assessments

In addition to the cover pages and completing three *Differentiated Lesson Planning Charts* (one for each of three lesson plans), you are expected to include samples of assignments, study guides, and tests/quizzes for typically developing peers and modified versions of assignments, study guides, and tests/quizzes for the students with disabilities. You should include samples of everything you describe such as study guides, modified readings, rubrics, etc. You should be creative and thorough.

References

Use at least two outside references for your project (other than the text) and cite APA style. I recommend using journal articles.

Behavior Support Plan – 125 points

Due: 2/27/16 to the dropbox

You will develop a behavior support plan based on a case study that you select. The case study can be real or fictional, but will preferably be based upon a student with whom you actually worked. Be sure to eliminate all identifying information (no real names of student or school; no date of birth, etc.). Your Behavior Support Plan must include the following components:

1. A thorough vignette describing the student (age, grade, gender, academic standing, etc.) and the behavior problem (history of the problem, prior interventions, and current situation, etc.);
2. An A-B-C analysis of the behavior, including
 - a. an operational definition of the behavior,
 - b. data collection strategies,
 - c. function(s) of the behavior,
 - d. additional academic, social, and family information;
3. An hypothesis or summary statement;
4. Sociocultural factors;
5. A function-based intervention plan that includes

- a. environmental modifications,
 - b. measurable goals and the individuals responsible for helping the student attain these goals,
 - c. how antecedent events will be addressed,
 - d. how consequences will be modified,
 - e. what new skills will be taught to the student to replace challenging behaviors; and
6. How the Behavior Support Plan will be evaluated.

Additional information will be provided on Ecollege.

Online Class Participation – 125 points

As indicated under course policies section of this syllabus, full active participation with the course materials in ecollege is required. You are expected to log into Ecollege two times throughout each week **at a minimum** to read, contribute, and respond to new discussion threads. To be granted credit for full participation, you are required to contribute to assignments by posting your own thoughts and ideas, as well as by responding to instructor and peer posts/questions. In order to successfully participate as described, it will be require that you return to online activities at least two times during the week in order to respond to discussions underway by your classmates. **It is your responsibility to read this syllabus thoroughly. Be sure to familiarize yourself with the Course Policies section of this syllabus so that you have a clear understanding of expectations for online participation.**

Reflective Journal Assignment – 50 points each

Due: 3/12/16 to the dropbox

This assignment will be based on *The Curious Incident of the Dog in the Night-time* by Haddon, M. (2003). Please refer to the course shell for a thorough description of this assignment. This is an assignment that you should do gradually as you read the book.

Final Exam- 50 points

Due: 5/2/16 to the dropbox

Exam will be given online. Short essay.

Web site: ecollege.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

Week/Date	Topic	Reading Assignments	Project Due Dates
1	Understanding Inclusion	Chapter 1 (begin reading Haddon)	
2	Understanding the Special Education Process	Chapter 2	
3	Understanding Educational Strengths and Challenges	Chapter 3	
4	Promoting Positive Behavior	Chapter 7	
5	Differentiated Instruction	Chapter 8	
6	Large and Small Group Instruction	Chapter 9	BSP Plan Due 2/27/16
7	Differentiating reading, Writing, & Spelling	Chapter 10	.
8	Differentiating Math, Science, and Social Studies	Chapter 11	Reflective Journal questions based on Haddon 3/12/16
9	Evaluating Student Progress	Chapter 12	
10	Understanding Diversity	Chapter 4	
11	Collaboration	Chapter 5	
12	Effective Supports for Teachers		Differentiated Unit Plan Due 4/16/16
13	Creating Successful Transitions	Chapter 6	
14	Bullying	Articles in DocSharing	
15	Course Summary/Closure		Final Due 5/2/16