Spring 2016
Inclusive Teaching in Education
15:293:523 – 91
3 credits
Online Learning Environment

Dr. Natalia Kouraeva	kouraeva@scarletmail.rutgers.edu
Cell: (908) 456-0380	ONLINE CLASS
Office Hours By appointment	Prerequisites or other limitations: Teacher Ed Students
Mode of Instruction: ___ Lecture __ Seminar ___ Hybrid _X_ Online ___ Other	Permission required: X- No __ Yes Directions about where to get permission numbers:

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

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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
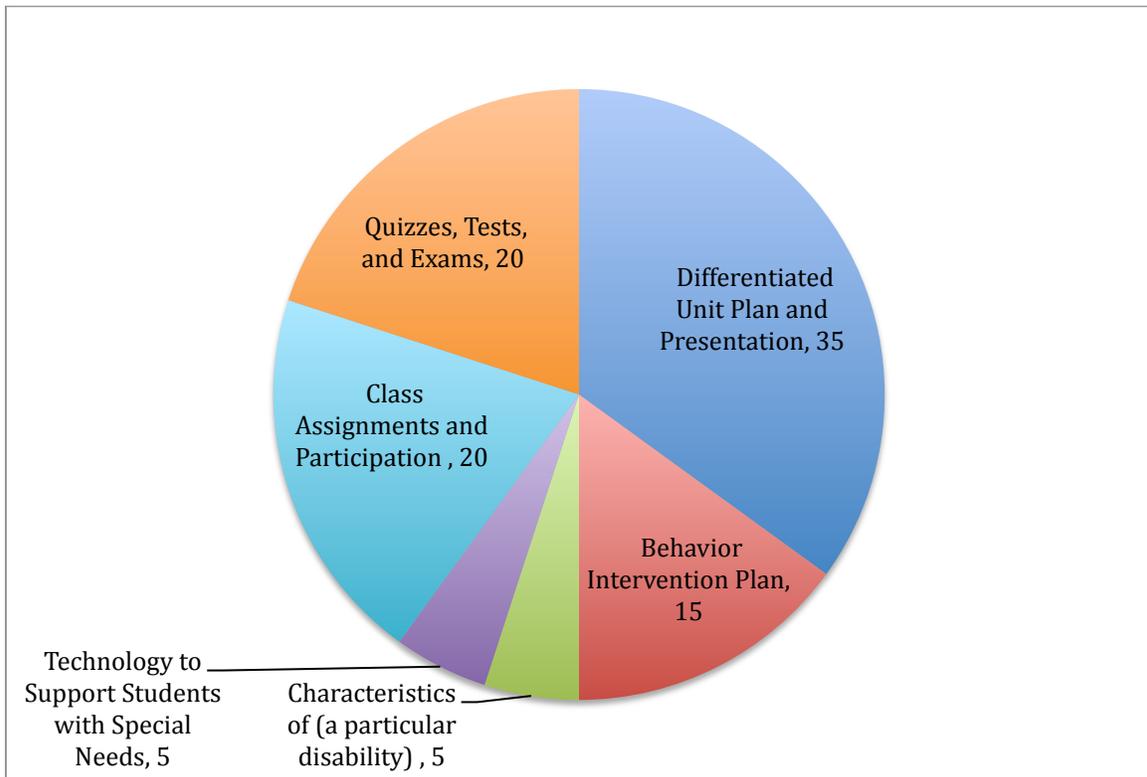Published 06/16/2015 •
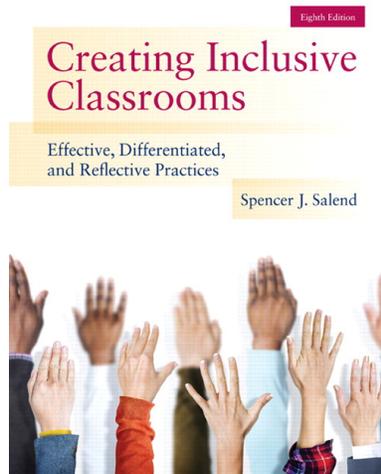
Additional reading will be posted online.

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.

Pie chart showing course grade distribution:
- Differentiated Unit Plan and Presentation, 35
- Behavior Intervention Plan, 15
- Characteristics of (a particular disability), 5
- Technology to Support Students with Special Needs, 5
- Class Assignments and Participation, 20
- Quizzes, Tests, and Exams, 20

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

Online Course Policies and Procedures
Students should be able to work in an online environment. Specifically, students should be able use basic computer and Internet tools such as Word Processing, Power Point, eCollege, Google Docs, and email. If you need additional assistance contact the Pearson Learning Center (eCollege) hotline at 877-778-8437

Communication online should not be any different from face-to-face communication in class. Please refrain from using Internet slang, abbreviations, and acronyms. All communications should be courteous and professional.

Technology Use:

It is your responsibility to ensure that you have the appropriate technology capabilities to successfully complete assignments and activities. Rutgers University does provide technology assistance for programs like eCollege, and I am also available to assist you whenever I can. Computers crash. Internet access can be limited during a thunderstorm. None of these issues will excuse you from submitting assignments on time. I suggest aiming to complete all assignments at least **one day early**. Make sure your computer is in **good working order** and arrange for access using a second computer (at the library, computer lab, etc.) Technical glitches are not excuses for late work.

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.

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Expectations for online participation:

Students are expected to log into the course at least three times per week (more often will be beneficial to you).
This course will be supported by a course management system named eCollege. To access eCollege you will need access to the Internet and 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.

Please check the announcement page and weekly assignments on Wednesday after 9 pm of each week. I will provide information that you need to guide you through the week. Each week by Wednesday evening (9:00 pm), you will be able to access the required readings, Power Point presentation(s), any videos, case studies and required threaded discussions for the week, assuming no technology problems.

All assigned readings and assignments must be completed by the due date. Each student is required to participate in online discussions and assignments by freely sharing their ideas, questions, and perspectives. Weekly class assignments will be posted during each week. Scores received on group assignments completed online will be included in the class participation component of the course grade. Students will also participate via postings on the course eCollege site. Each class member is responsible for making the class a success.

Assignment Submission Policy:

All completed 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 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. Assignments turned in after the assigned due date will only be able to earn a maximum of 80% of the possible total score.

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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.

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 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, **paper is due on the date of the presentation.**

Each group will create 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 activity, instruction differentiated with technology, and peer teaching as well as use of 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 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 to develop behavior intervention plan. In your plan you will identify target behaviors, set specific objective, determine preventive and alternative behavior strategies, decide on positive reinforcement and consequences for non-compliance, school and home support methods and form of communication, forms of assessment and 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 tool, 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 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 on-line discussions, preparing reports and virtually 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 class quizzes (based on one chapter), and 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 education, the structure of support services in New	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 The Every Student Succeeds Act vs. No Child Left Behind: What's changed?

	Jersey	
	Assigned*: Technology to Support Students with Special Needs*	
Week 2 1/27/16	Understanding Inclusion **Assigned:** Characteristics of (a particular disability)	Chapter 1 Weekly online assignments – login to eCollege for details Technology Presentation
Week 3 2/3/16	Special - Education Process	Chapter 2 Weekly online assignments – login to eCollege for details Technology Presentation Disability Presentation
Week 4 2/10/16	Educational Strengths and Challenges of Students with Disabilities **Assigned***: Test #1*	Chapter 3 Weekly online assignments – login to eCollege for details Technology Presentation Disability Presentation
Week 5 2/17/16	Educational Strengths and Challenges of Students from Diverse Backgrounds	Chapter 4 Weekly online assignments – login to eCollege for details **Test #1** Technology Presentation Disability Presentation
Week 6 2/24/16	Differentiating Instruction for Diverse Learners	Chapter 8 Weekly online assignments – login to eCollege for details Technology Presentation Disability Presentation

Week 7 3/2/16	Differentiating Large- and Small-Group Instruction	Chapter 9 Weekly online assignments – login to eCollege for details Technology Presentation Disability Presentation
Week 8 3/9/16	Differentiating Reading, Writing, and Spelling Instruction *Assigned*: Test #2	Chapter 10 Weekly online assignments – login to eCollege for details 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 Weekly online assignments – login to eCollege for details **Test #2** Technology Presentation Disability Presentation
Week 10 3/30/16	Creating Collaborative Relationships and Fostering Communication	Chapter 5 Weekly online assignments – login to eCollege for details Diff. Unit Plan Presentation
Week 11 4/6/16	Fostering Transitions, Self-Determination, Acceptance, and Friendships *Assigned*: Test #3	Chapter 6 Weekly online assignments – login to eCollege for details Diff. Unit Plan Presentation
Week 12	Creating a Classroom	Chapter 7

4/13/16	Environment That Promotes Positive Behavior ***Assigned***: *BIP*	Weekly online assignments – login to eCollege for details **Test #3** Diff. Unit Plan Presentation
Week 13 4/20/16	Evaluating Student Progress and the Effectiveness of Your Inclusion Program	Chapter 12 Weekly online assignments – login to eCollege for details Diff. Unit Plan Presentation
Week 14 4/27/16	Managing Disruptive Behavior in Inclusive Classrooms	Reading Assignment (eCollege) Weekly online assignments – login to eCollege for details **Behavior Intervention Plan – due** Peer Review and Discussion: Behavior Intervention Plan Diff. Unit Plan Presentation
Week 15 5/4/16	Course Conclusion Review for Finals	Diff. Unit Plan Presentation Weekly online assignments – login to eCollege for details
Exam Week 5/11/16	**EXAM – online, no class**	Course reflections / survey **Final Exam - online**