Learning goals:

Parenthetical information relates to New Jersey Professional Teaching Standards NJPTS.

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 – 1. Learner Development & 2. Learning Differences, Content – 4. Content Knowledge & 5. Innovative Applications of Content)

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 – 1. Learner Development & 2. Learning Differences, Content – 4. Content Knowledge & 5. Innovative Applications of Content)

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 – 1. Learner Development & 2. Learning Differences, Content – 4. Content Knowledge & 5. Innovative Applications of Content)


5. Students will be able to plan instruction for diverse learners (including students with and without identified special education needs and English Language


9. Students will identify the roles and responsibilities of paraprofessionals related to instruction, intervention, and direct service; as well as are able to structure, direct and support the activities of paraprofessionals, volunteers, and tutors. *(Professional Responsibility* – 9. Reflection & Continuous Growth & 10. Collaboration)


Course catalog description:

The overarching goal of this course is to build both practical and theoretical understanding of the teaching techniques used with students who are at risk. This course focuses on instructional practices in special education. It explores special education approaches for teaching all subjects to students with disabilities and/or at-risk learners. Procedures covered in this course are applicable to inclusive, as well as more restrictive settings, and addresses the needs of students from a broad array of cultural, linguistic, and economic backgrounds. This course is taken in conjunction with a field placement, where students apply specific procedures and strategies from class.

Topical coverage includes the following:

- lesson planning and instruction in multiple learning environments
- characteristics of students with mild disabilities in multiple content areas
- research-based instructional strategies, modifications, & materials for teaching students with disabilities
- New Jersey Core Curriculum Content Standards (NJCCCS)
- New Jersey Professional Standards for Teachers (NJPST)
- The Danielson Framework and Teachscape Platform

**Website:**

Sakai.rutgers.edu

**Class materials/ Textbooks:**

**Text:** *Creating Inclusive Classrooms* by Spencer Salend 7th Ed., 2011
ISBN# 0-13-978-0-13-703074-3 Pearson

**Additional Readings/Sites (AR/ S):**

1. Special Education Scenarios -
   This site provides examples of implementation of the Danielson principals for special education students with examples that range from Unsatisfactory to Distinguished.

2. The state department of NJ – Achieve NJ – presents everything you need to know about Student Growth Objectives. (SGO Training Modules How do I create a high quality SGO? Option 2–SGO guidebook – pg. 10 Setting Tiered SGO’s)
   [http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml](http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml)

3. Videos from Teachers College Reading and Writing Project. These videos go through the teacher evaluation process step-by-step.
   [http://readingandwritingproject.com/resources/danielson-framework%20for%20Teaching.html](http://readingandwritingproject.com/resources/danielson-framework%20for%20Teaching.html)


7. Lane, K., Harris, K.R., Graham, S., Weisenbach, J., Brindle, M., & Morphy, P.


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

- Additional assignments will be given out at the beginning of class. If late to class students will be responsible for checking with other students.
- All assignments are expected on time. Late assignments are accepted only at the discretion of the instructor and will, if accepted, be penalized 10% of their total worth for each day they are late. There will be no exceptions. If you are absent the day an assignment is due, you must email the instructor the assignment by the conclusion of class that day or the assignment will be counted as late and points will be deducted.
- **Note that a ‘late submission’ penalty will be implemented for any and all parts of the e portfolio requirement.**
- 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.
• **Terminology:** 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 such as retard. Students should avoid terminology that objectifies human beings as “things” of pity, such as, wheelchair-bound, confined to a wheelchair, or suffers a disability.

• 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.

• You must demonstrate better than satisfactory writing skill. If you are planning to teach students with disabilities (or any students) you must model mastery of the subjects you teach.

• Page recommendations refer to the **actual text** of the paper (not including title page, references, or attachments).

• Papers will be graded within 14 days of their due date.

**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 10% of the grade 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 point will be deducted from the class work score for each absence. Students should notify the instructor by e-mail or in writing when they are absent.

**Grading:**

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:

Assignments and Points
Unit Plan – 100 points
Submissions/postings: 20 points
Strategy Training – 100 points
Technology Assignment – 25 points
Original Strategy - 25 points
Attendance, Preparation & Participation – 75 points
Tests and quizzes – 75 points
Community Involvement/Reciprocity – 20 points
Lesson Plan and Reflections - 100 points

1. Attendance, Preparation, & Participation (75 points)
   - **Attendance:** The nature of this course requires that students attend class regularly and participate actively. Two absences will be deemed excessive and 5 points will be deducted from the final grade for each absence. As a courtesy, please notify the instructor when an emergency or illness requires you to be absent from class. The instructor reserves the right to request documentation supporting reasons for absence.
   - **Preparation:** Come to class prepared to discuss course materials and your experiences as a teacher intern. Students are expected to read assigned readings prior to class and to participate actively in class discussions and activities.
   - **Participation:** There will be activities based on the reading in the text that are worth points. For example you may be asked to demonstrate certain teaching strategies that are described in the text. If you are absent on that day you forfeit those points unless you have an excused absence.
   - **Cell phone use:** Please refrain from any use of cellphones during class. If you have an emergency, you may leave the classroom to address your needs and return upon satisfactory resolution without penalty.

2. Unit Plan
Total Points – 100
Due- TBD

The objective of this assignment is to design and execute lessons with well-developed and interconnected objectives. These lessons will practice the information taught in class such as differentiating instruction for at-risk students, strategies for targeting unique learning needs special populations of students, assistive technology, supplemental and meaningful activities, and formative assessments that are directly linked to learning objectives. Use the special education lesson plan outline found on Sakai. Each lesson plan must have a cross-curricular connection (e.g. the topic of weather can support literacy standards and science standards.) The two lessons must connect to each other as if they were part of the same unit (e.g. Station teaching about the different types of

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1 Including exams, papers etc.
weather/ creating a weather report with your team). Differentiation for different learning styles and readiness skills must be apparent (e.g. strategic grouping). Modifications that go beyond differentiation must be included to help struggling students achieve the objective. There must be evidence based modifications and they must be supported with research. Use the rubrics posted on Sakai which will clearly define unit plan requirements.

Co-teaching Lesson

One lesson will be a team taught and you will describe each teacher’s (general and special education) responsibilities for the lesson - be specific in terms of planning, grading, classroom organization and type of model used. This information can be included on a separate page attached to the back of your lesson plan or can be described within your lesson plan. Please use the information we discuss in class as well as the research from the text to support your decisions regarding which co-teaching model you select to use. Use the rubric posted on Sakai as a guide.

Cooperative Learning Lesson

One lesson will include a cooperative learning activity and you will explicitly explain how students will be grouped, how each student will be graded and how you will accommodate/modify content, procedure, materials, etc. for student differences. You will also need to explain how you will plan to model collaborative work and how you will train students to work together. This information can be included on a separate page attached to the back of your lesson plan or embedded in the targeted parts of your lesson. Use the rubric posted on Sakai as a guide.

Modifications

In all of your lessons in Part VI Instructional Plan you will describe how your overall objectives, assignments and assessments will be modified for 3 different population of students with learning differences. You are able to choose the 3 different populations you may be interested in (i.e. you do not have to modify for students with autism, students with a learning disability, and students with English as a second language). In your description seek to answer the following questions: How will teachers and students monitor progress? How will you adapt the textbook, written information and handouts, activities and/or group activities? Will you use computer software to supplement or reinforce your lesson? Use at least two outside reference sources (other than the text) for your project and cite them in the body of your report, as well as on a reference page. Use the rubric posted on Sakai as a guide.

3. Strategy Training
Points - 100
Due – TBD
Select a student you will teach and monitor on a one-to-one basis using RAFT Strategy. Ideally this will be a student your Practicum teacher feels would be cooperative and benefit from instruction. **Meet with the student 7 to 8 times.** Failure to complete the minimal 7 sessions will results in a lower grade. Therefore, START EARLY! You will monitor (and chart) this student’s progress. This chart should be shared with the student during the process. Your chart should include pre and post test results. Describe this student’s current educational status and current learning environment. Explain how you arrived at a starting point for your instruction. Include a daily log of your activities (what did you plan to do and what did you actually do) and work samples that demonstrate progress (or lack of it). In conclusion, write an evaluation of your student’s progress. Also include a personal statement in terms of the practicality and effectiveness of using the strategy you selected. Would you do it again?

**4. Technology Assignment – 25 points**
**Due date – sign up**

You and a partner will select a web site or technology that can be used to implement or supplement instruction in the classroom. To start, you might think of items or sites being used in your practicum experience. There are two components to the technology assignment: 1.) A presentation/demonstration with a one page handout for each class member (can be sent online) and 2.) A written report of 2 to 3 pages due the day you make your presentation. For example, it can be a curriculum adaption that you will demonstrate to the class such as using specific internet sites or software to supplement a lesson or it can be a classroom adaptation such as assistive technology for individual students or information on setting up or using a web site, etc. Include in your discussion and paper how this technology/site can be used to adapt learning objectives and help meet the needs of a specific population of at-risk students (e.g. Autism). **Use at least two outside reference sources (other than the text) for your project and cite them in the body of your report, (as well as on a reference page) supporting how this technology can support the specific population/s of students and why.** You will sign up for a topic the second week of class and presentations will start the 3rd week of class. Use the rubric on Sakai as a guide for doing this assignment.

**5. Original strategy – 25 points**
**Due – sign up**

You and a partner will design an original strategy that addresses any academic or adaptive area. Together you will **teach** the strategy to the class. As with all strategies, the product should be useful, manageable and able to be implemented with ease. The strategy should address a major issue rather than minor concern; apply to more than one age group and be worthy of consideration by others. You need to design the strategy making sure it is original. Before you begin teaching your strategy to the class state why you designed the strategy; and explain what instructional need it will meet. Your teaching should be dynamic and engaging. Use the format from last semester – model, guided practice, independent practice, maybe evaluation. The objective is for the class to
**remember** your strategy. Your teaching should take about 10 minutes. When selecting a topic and date you might want to align your presentation with class topics as noted on the Course Outline.

6. Video Taped Lesson (to be taught in practicum) Lesson Plan and Reflections  
*Subject to change*: 100 points  
**Due- TBD**

In order to prepare you for varied opportunities as you move into the final phase of your studies, you will plan a short lesson (about 20-30 minutes) that you will present in your practicum placement. **This lesson will connect to the topic or content presented in your unit plan.** You will need to have someone videotape the lesson. Please discuss with your cooperating teacher to find out any restrictions on videoing students.

The lesson plan must be complete and meet the guidelines established on Sakai, which will be aligned with certain factors in Danielson Domains 2 & 3. You will also reflect on the process by answering a series of questions in a two to three page narrative. Rubrics for each component are provided on Sakai.

7. Community Involvement/Reciprocity: 20 points

This semester we will be discussing professional responsibilities outlined in Danielson Domain 4 and how they relate to activities and duties outside the classroom. You will be required to participate in the school community during practicum, including co-planning, service to the school (volunteer work), participation in school/district projects (school events), and ideas for employing the CCSS instruction (faculty meetings). Whenever possible, you should attend faculty meetings or in-service programs. You should participate in the organization and/or implementation of a school-wide or community activity such as a school play-day or after school social activity for special education students. Keep a log of your involvement in any events or activities or responsibilities you perform that relate to Danielson Domain 4. **Or if you don’t have the opportunity to participate in such said activities, create a description of a pseudo community outreach program.** Identify how you will make this happen by addressing each component of Domain 4. **Be sure to delineate your roles and responsibilities as well the students’ roles and responsibilities.** We will visit each component together during class discussions.

**Academic Integrity Policy:**

The Office of Student Conduct supervises issues related to violations of academic integrity (see [http://academicintegrity.rutgers.edu](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](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’ 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

*AR/S = Additional Readings/Sites

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Reading</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Inclusion, RTI, Strategy Instruction, 1/30</td>
<td>Strategy Manual</td>
<td>-Syllabus discussion</td>
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<td></td>
<td></td>
<td>Chapter 1</td>
<td>--Chapter 1 Discussion and activities</td>
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<td></td>
<td></td>
<td>Explanation of RAFT</td>
<td>-As a class, practice the strategy and then practice</td>
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<td></td>
<td>strategy</td>
<td>teaching the strategy to a partner</td>
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<td>3.</td>
<td>Differentiated Instruction And Unit Planning</td>
<td>Chapter 2</td>
<td>-Danielson Introduction</td>
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<tr>
<td></td>
<td>Characteristics of special education students and selection of</td>
<td>Unit Planning</td>
<td>-With a partner, when given an at-risk category, state 4</td>
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<td></td>
<td>specific disabilities</td>
<td>Chapter 8 p. 284-296</td>
<td>kinds of differentiation appropriate for</td>
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<td></td>
<td>Developing objectives &amp; tiered SGO’s 2/6</td>
<td>Danielson Rubric</td>
<td>that category &amp; explain why they are appropriate.</td>
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<td></td>
<td></td>
<td>Original strategy sign up</td>
<td>-In a group prepare a teacher-made material (i.e.,</td>
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<td>Technology sign up</td>
<td>handout, overhead, homework assignment, test, etc.) using</td>
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<td>the principles of universal design. Each group will</td>
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<td>present and explain their material to the class.</td>
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<tr>
<td>4.</td>
<td>Reading instruction for diverse learners and compensatory reading</td>
<td>Chapter 8 p.296-307</td>
<td>-In a group role-play and teach some concepts and</td>
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<tr>
<td></td>
<td>strategies 2/13</td>
<td>Chapter 10</td>
<td>vocabulary using Total Physical Response</td>
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<td></td>
<td></td>
<td>King-Sears, M., &amp; Duke,</td>
<td>and Sheltered English. Share your lessons with the class.</td>
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<td>J. (2010). Bring your</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Literature</td>
<td>Assignment</td>
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</tbody>
</table>
| 5    | Reading instruction – cont. Spelling, 2/20 | Chapter 10  
Sakai – Graham, S., Harris, K., & Chorzampa, B. (2004) *Extra spelling Instruction Promotes Better Spelling, Reading & Writing Performance*. *CASAL News* 9 | -When presented with a lesson that has already been developed, the group will clearly describe the lesson’s topic and objective(s), and state clearly how they would differentiate the lesson for a selected group of learners. In developing this assignment, students will develop relevant instructional materials to support their modifications. This assignment will be handed in next week.  
-In small groups, each group will develop a spelling lesson using one of the spelling approaches: linguistic approach, phonetic approach, cognitive approach, test study test procedure, corrected-test method, and word study techniques. |
| 6    | Writing & oral language 2/27 | Chapter 10  
Danielson Domain 2  
AR/S 1 Domain 3 pg. 42-49 | - As a group write a story using a process oriented approach. Each group will go through each step in the process: planning, drafting, revising, editing, and publishing.  
-Each group will share their product and discuss how they collaborated throughout the process. |
| 7    | Collaborative relationships, Co-teaching, Para-professionals 3/6 | Chapter 4  
Sakai – Co-teaching  
AR/S 1 Domain 2 pgs. 29-33 | -Power of Two video  
-Panel of students who have witnessed co-teaching will describe their observations  
-The class will be divided into small groups. Each group will |
<table>
<thead>
<tr>
<th></th>
<th>Math Instruction</th>
<th>Chapter 11</th>
<th>Discussion and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>3/20</td>
<td>Sakai–Cole, J &amp; Washburn-Moses, (2010) Going Beyond the “Math Wars,” p.15-19, RTI math, Teaching, Secrets Math <a href="http://www.touchmath.com">www.touchmath.com</a></td>
<td>-The class will be divided into cooperative learning groups. Each group will develop and present a mathematics lesson using the problem-solving principles presented in the chapter. Each group will present its lesson to the class and share how they incorporated the problem-solving principles for teaching mathematics. -A handout will be distributed containing three word problems. In small groups the class will describe five ways they could assist students in solving each of the word problems.</td>
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<tr>
<td>9.</td>
<td>Large &amp; small group instruction, cooperative learning, and peer tutoring 3/27</td>
<td>Cooperative Learning &amp; Race, <em>How Cooperative Learning Works for</em></td>
<td>-Watch a U-tube on Expectancy Theory—take notes and also relate to motivation - In a group develop &amp; present a lesson using a selected cooperative learning format</td>
</tr>
<tr>
<td>Chapter</td>
<td>Topic</td>
<td>Page(s)</td>
<td>Description</td>
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- Students will complete a hearing impairment activity.  
- As a group students will explain how they will modify their physical classroom & instruction for students with vision & hearing disabilities. |
| 11.     | Science, social studies, foreign language | 4/10 | Chapter 11 p. 431-450  
- Each group will develop either a graphic organizer, concept teaching routine, anticipation guide, or semantic web for a portion of the content presented in this chapter. Which would help you learn the information best? |
| 12.     | Grading in the classroom, Memory | 4/17 | Chapter 12  
**Modification Rationale**  
- Following instructor demonstration of memory, students will develop strategies to help students remember specific things.  
- Presented with an assessment students will determine how to modify the assessment for at-risk students |
| 13.     | Understanding students who are at-risk and working with parents | 4/24 | Chapter 3 & p. 156-171  
**Danielson Domain 3b,3c,3d**  
**Lesson plan (to be taught in practicum)**  
- Each group will be given a vignette of a situation describing a case of suspected child abuse. Ask each group to discuss the vignette and outline the steps they would take if they were confronted with this situation and present the situation to the class.  
- Design and role play a parent conference on the topic given to your group |
<table>
<thead>
<tr>
<th></th>
<th>Social &amp; personal aspects of inclusion 5/1</th>
<th>Chapter 5 &amp; p. 118-130, 210-219, 230-237</th>
<th>In small groups generate three hypothetical examples of problems students with disabilities might encounter in the general education classroom. Each group will present their examples and solutions to the class. Discuss Danielson observation of Elisha Ann.</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td></td>
<td>AR/S 3 Elisha Ann Second Grade Reading etc. Read lesson plan and then watch the videos for 2nd grade.</td>
<td>Community Involvement/ Reciprocity</td>
</tr>
<tr>
<td>15</td>
<td>5/8</td>
<td>Strategy Training Due *Due online/email</td>
<td></td>
</tr>
</tbody>
</table>

** The course schedule/activities may be subject to change.