

Spring 2017
 Inclusive Teaching in Education
 15:293:523 (Section 04)
 3 Credits
 Wednesdays, 4:30-7:30, Hardenbergh: Rm A4

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201-696-5079	10 Seminar Pl
Office Hours: By appointment	Prerequisites or other limitations: N/A
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input 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:

Learning goals: Upon completion of this course, students can expect to:

- 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. *(PTS 5iii1,2; CEC CC4S3)*
- 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. *(PTS 1 ii3, 4 I,2, iii3,7; CEC CC7K2, CC7K4)*
- 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. *(PTS 1 i3,4, iii2; 4i;,4 iii2,4,5; CEC GC4S1-5,10-11, 14-16, GC62-4)*
- Students will plan and implement lessons and units using effective instructional activities and formative assessment to monitor progress. *(PTS 5 iii1,2,4; CEC CC710-11)*
- 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. *(PTS 3 i3, iii3; 6 ii2,5,6; 7 iii3; CEC CC7S1)*
- Students will be able to identify and implement appropriate modifications and accommodations for students. *(PTS 2iii; 4i3; 7i4; CEC GC4S7)*
- 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. *(PTS 4 iii1, 6 i1; CECGC5S3)*

- Students will identify co-teaching and co-planning methods to strengthen content acquisition of individual with disabilities. *(PTS 9 ii3; CEC CC10K1, CC10S6)*
- 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. *(PTS 9 ii3; CEC CC7K5)*
- Students will incorporate and implement instructional and assistive technology into students' educational programs. *(PTS 4i4; CEC GC4S7, CC7S0)*

OVERVIEW OF COURSE ACTIVITIES

The course includes substantial weekly readings, structured interactive review of readings and additional content, in-class activities, technology-based project, three paper submissions, and participation/attendance. PowerPoint slides that highlight select content from each session's assigned readings, reinforcing key concepts and providing a partial review will be posted on the SAKAI site by the instructor. **Students are strongly encouraged to keep up with the reading in order to be prepared for upcoming sessions.**

COURSE MATERIALS

- Creating Inclusive Classrooms: Effective, Differentiated, and Reflective Practices by Spencer Salend ((ISBN# 0-13-359120-4) Pearson - Prentice Hall, 8th edition
- Additional readings will be posted online on the Sakai course site.

ATTENDANCE POLICY

Students are required to attend every class. Evaluation of your performance in this course is based on the percentage of total points that you earn in the course. Course attendance/participation has been assigned a point value and the total number of points will be used to calculate the final grade. Included in this 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 participative and constructive group members. Because of the hands-on-approach attendance is imperative. Therefore, 5 points will be deducted from the participation score for each absence (except for documented emergencies, illness, religious observance, or other serious needs which should be notified to the instructor via email prior to the start of the course). Bona fide emergencies and highly unusual situations should be discussed in private with the instructor to explore the possibility of special accommodations and/or arrangements.

PROFESSIONAL DEMEANOR

As current and future teaching and allied field professionals, students are expected to present themselves and act in class as they would in a professional meeting in the school district where they work. This applies to several dimensions of professional conduct:

- Students are expected to focus totally on class activities and not engage in alternate activities (social conversations, text messaging, email/Web multitasking, etc.).

- Students are expected to be respectful of divergent beliefs and opinions that may be voiced in class discussions, offering constructive questioning and feedback as appropriate.
- 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. 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 students”, or “students without learning disabilities” should be used. See the APA Manual for more information on person-first terminology.

APPROPRIATE & INAPPROPRIATE USE OF ELECTRONIC DEVICES

Students are expected to put all electronic devices away during class, including phones/text messaging devices. Students with bona fide reason for accessing text messaging during class (e.g., family member in hospital) will be permitted to do so, but are requested to privately contact the instructor in advance as to the need. Laptop/notebook computers are **not** to be used in class unless by special advance arrangement with the instructor (students are provided class PPT notes for every session that can be printed/viewed in advance).

LATE ASSIGNMENTS POLICY

All assignments are expected on time. Late assignments will receive a reduced grade, generally, a flat reduction in grade equivalent to 5% of the total possible assignment grade per day late (or part thereof). Students with bona fide emergencies should contact the instructor as soon as possible to discuss special arrangements in order to avoid grade penalties. The instructor will work constructively and collaboratively with students who **communicate early** regarding special problems completing assignments on time, with no grade penalties in special situations where advance communication takes place and the circumstances are deemed reasonable, but **will not be supportive of last minute requests for extensions on assignment due dates.**

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 using APA style formatting. 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 receive a reduced grade equivalent to 5% of the total possible assignment grade per day late.

STUDENT CONDUCT and ACADEMIC HONESTY

The Rutgers University Code of Student Conduct can be accessed at:

<http://studentconduct.rutgers.edu/university-code-of-student-conduct>

For information on the Rutgers University academic integrity policy, please go to:

<http://studentconduct.rutgers.edu/academic-integrity>

Related policies and procedures may also be found in the Rutgers Graduate School of Education Catalog: http://catalogs.rutgers.edu/generated/gse_current/pg32.html

For any and all assignments and class activities, **no copying of any kind is allowed**, unless copied text is placed within quotations and author/source is appropriately cited. Excessive use of quoted material in essay assignments, quizzes, and tests is strongly discouraged and this will tend to result in lower grades (students need to express themselves using their own language). **Clear evidence of extensive plagiarism will likely result in a grade of F for the assignment AND course.**

ACCOMODATIONS FOR DISABILITIES

Students requiring accommodations related to disabilities will be provided all necessary supports and accommodations. In such circumstances, students should make sure that they communicate their needs in advance to the instructor in coordination with the Rutgers Office of Disability Services (<http://disabilityservices.rutgers.edu/>) to ensure that they receive appropriate supports commensurate with their needs.

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 GRADING PLAN

1. Participation (@ 5 points per class x 15 sessions = 75 points)
2. Technology Assignment (20 points)
3. Behavior Intervention Plan (40 points)
4. Differentiated Unit Plan (100 points)/Presentation (25 points)

Course Grades: (out of 345 possible points)

GRADE	PERCENT	POINTS
A	90.00 – 100.0 %	<p>Point totals will be converted to percentages.</p> <p>N.B. A grade of 86.99 earns a B, not a B+</p> <p>Any mid-course modification of course assignments will be reflected accurately as percentage of total possible points earned.</p>
B+	87.00 – 89.99 %	
B	80.00 – 86.99 %	
C+	77.00 – 79.99 %	
C	70.00 – 76.99 %	
D	60.00 – 69.99 %	
F	59.99% and below	

ASSIGNMENT/GRADING REQUIREMENTS: ADDITIONAL DETAILS

1. Participation: Students are expected to come to class having completed all assigned readings for that week **in advance** and to participate in class discussions/assignments, offering informed ideas and opinions, demonstrating professionalism, and showing active attention.

Breakdown:

- 1 point for attendance – attending class;
- 1 point for active attention throughout session – engaged and listening to classroom discussion/dialogue;
- 1 point for active discussion/participation – involved in discussion, debates, posing questions, providing meaningful ideas and informed opinions;
- 1 point for active group/class work – participation in in-class assignment and partnered work/conversation;
- 1 point for professionalism – appropriate use of special education language, professional and respectful behavior/discussion, acceptance of different ideologies/experiences, professionalism in both oral conversation/speech and written work/communication
- (No points earned when absent, except in excused absence cases of serious, documented emergencies/religious observance/illness/etc.—then 1 point is awarded for excused attendance)

Students are strongly encouraged to form study groups and email Professor Vyas about parts of the readings for which they have questions (at least one full day prior to class).

2. Technology Assignment: (Partnership Project) The purpose of this assignment is to explore and increase awareness of current technological enhancements for students with various disabilities in an inclusion setting. For example, it can be about the benefits of using an iPad with students with autism or it can be a classroom adaptation that you want to demonstrate, such as using specific Internet sites or software to supplement a lesson for your inclusion students. This assignment will be completed in partnerships (2 people per group)

and will include a brief, 15-minute presentation/demonstration with a one-page handout for each class member. You will sign up for a presentation date at session #1 and presentations will start at session #3.

3. Behavior Intervention Plan. You will develop a behavior intervention plan (5-7 pages) based on a case study of your selection. The case study can be real or fictional, but will preferably be based on a student with whom you have worked with (be sure to eliminate all identifying information such as real names of student or school, etc.). The parameters of a functional behavioral assessment and the development of a behavior intervention plan will be presented in class and will be covered in your readings. Please refer to the rubric and assignment guide for writing up your detailed analysis of the behavior as well as your plan to manage the behavior.

4. Differentiated Unit Plan – 100 points

This is a group assignment (teacher created groups: combining students of the various concentrations) and you will be given class time from February 1 until March 8 to work together as a group to complete the assignment. Groups will be assigned at session #2, where you will also sign up for a presentation date. Your presentation must be about 15 minutes long, with an additional 3-5 minutes for questions. When you hand in your unit there should be a list of group members and the components of the unit that they were responsible for. You will receive a group grade and an individual grade for this assignment.

Objective: The objective of this assignment is to put into practice the information taught in class regarding differentiating instruction for at-risk students, to build on your student teaching experience, as well as incorporating the other content areas into your subject area. See project outline handout provided on session #1.

SCHEDULE OF READINGS AND CONTENT COVERAGE

Assigned reading to be completed **BEFORE** the session (except Week #1, with optional extra credit). Additional readings will be available on SAKAI: <https://sakai.rutgers.edu>

SESSIO N #	CONTENT COVERAGE	READINGS
1 (1/18)	<ul style="list-style-type: none"> • Course Introduction • What is special education and inclusion, the history and laws of special education, the structure of support services in New Jersey <p>(Extra credit for advance reading with bulleted outline notes submitted at class session #1)</p>	<ul style="list-style-type: none"> • Chapter 1
2 (1/25)	<ul style="list-style-type: none"> • How are students identified for special education, the IEP process, characteristics and interventions used with specific disabilities 	<ul style="list-style-type: none"> • Chapter 2

3 (2/1)	<ul style="list-style-type: none"> Differentiated Instruction <p align="center">(Technology presentations begins)</p>	<ul style="list-style-type: none"> Chapter 8 (pages 284-296) Sakai: Strategies for Differentiation
4 (2/8)	<ul style="list-style-type: none"> Large & small group instruction, note taking Cooperative Learning for students with learning disabilities 	<ul style="list-style-type: none"> Chapter 9
5 (2/15)	<ul style="list-style-type: none"> Differentiating reading & writing 	<ul style="list-style-type: none"> Chapter 8 (pages 296-307) Chapter 10
6 (2/22)	<ul style="list-style-type: none"> Differentiation in math, science, social studies, and literacy 	<ul style="list-style-type: none"> Chapter 11
7 (3/1)	<ul style="list-style-type: none"> Co-teaching 	<ul style="list-style-type: none"> Chapter 4 Sakai: Co-teaching
8 (3/8)	<ul style="list-style-type: none"> Functional Behavior Assessments Observational Recording Systems Positive Classroom Behavior <p align="center">(Reminder: Spring Break - 3/15)</p>	<ul style="list-style-type: none"> Chapter 7
9 (3/22)	<ul style="list-style-type: none"> Grading and assessment Memory <p align="center">(Differentiated Unit Plan Due)</p>	<ul style="list-style-type: none"> Chapter 12 p. 445-446
10 (3/29)	<ul style="list-style-type: none"> Working with professionals and families Acceptance and friendship 	<ul style="list-style-type: none"> Chapter 4 (p.156-172) Chapter 5
11 (4/5)	<ul style="list-style-type: none"> Social and Personal aspects of Inclusion 	<ul style="list-style-type: none"> Chapter 6 (p. 210-219, 230-237)

12 (4/12)	<ul style="list-style-type: none"> • Resume, Application Process, Interviewing 	<ul style="list-style-type: none"> • Additional reading (TBD)
13 (4/19)	<ul style="list-style-type: none"> • Distinguishing between cultural and language differences and learning difficulties • Differentiating instruction for students from diverse cultural and language backgrounds 	<ul style="list-style-type: none"> • Chapter 3 (p. 100-117, skim 118-133) • Chapter 6 (p. 222-224) • Chapter 8 (p. 307-314)
14 (4/26)	<ul style="list-style-type: none"> • Vision and Hearing • IEPs: the general educator responsibility <p style="text-align: center;">(Behavior Intervention Plan Due)</p>	<ul style="list-style-type: none"> • p. 90-94, 181, 275-281, 294-295, 324-327 • Review p. 43-60
14 (5/3)	<ul style="list-style-type: none"> • Class wrap-up • Culminating Activity 	<ul style="list-style-type: none"> • Additional reading (TBD)