

Course Syllabus – ED 4V95.501

These contents and timelines are subject to change at the discretion of Dr. Ashmore.

Course Information

ED 4V95.501: Teaching for Inclusion in General Education
Time: TR, 530-645 p.m.
Place: Hoblitzelle Hall 2.502
Spring 2010

Instructor Contact Information

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Office hours: by appointment ONLY

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Students taking teacher certifications course are expected to show above average skills in the following areas:

- Critical reading, writing and thinking skills
- Basic to mid-level computer skills
- Effective time-management skills
- Effective study skills
- Effective communication skills
- Ability to reason logically and make sound judgments

Please contact the Teacher Development Center for questions concerning certification requirements.

Course Description

This course prepares students to meet the challenge of teaching for inclusion, teaching students with diverse educational needs in the general education classroom. Students will examine the roles of various professionals, overview the identification and needs of special education students and gifted and talented students through the lenses of gender, ethnicity, socioeconomic status, culture and language. Students will learn about IEPs, ARDs, legal requirements, collaboration, instructional differentiation, mediated instruction, cooperative learning, inclusion, and assessment techniques applicable for diverse learners in the general education classroom.

Competency Goal Statements:

Goal I. Understanding the Foundations and Fundamentals of Inclusion

- 1.2 Define inclusion
- 1.3 Understanding the Diverse Educational Needs of Students
- 1.4 Recognize Least Restrictive Environments (LRE) for varying circumstances
- 1.5 Identify the factors that contributed to inclusion
- 1.6 Describe the laws that affect special education
- 1.7 Explain the impact of inclusion

Goal II. Understanding the Diverse Educational Needs of Students

- 2.1 Examine how the special education identification process works and the impact on the general education teacher
- 2.2 Relate economic changes and demographic shifts affect on students and schools
- 2.3 Examine the needs of students from culturally and linguistically diverse backgrounds
- 2.4 Compare cultural and language differences and learning problems
- 2.5 Determine the educational needs of students who are gifted and talented
- 2.6 Describe the impact of discrimination and bias on students and schools
- 2.7 Determine how family changes affect students and schools

Goal III. Creating Collaborative Relationships and Fostering Communication

- 3.1 Identify members of the comprehensive planning team
- 3.2 Describe how members of the comprehensive planning team work collaboratively
- 3.3 Identify ways to foster communication and collaboration with families

Goal IV. Creating an Inclusive Environment and Planning Transitions to Inclusive Settings

- 4.1 Explain how attitudes toward individual differences develop
- 4.2 Determine attitudes toward individual differences in schools
- 4.3 Models to promote acceptance of individual differences related to disabilities and individual differences
- 4.4 Identify ways to ease a students' transition to general education classrooms
- 4.5 Describe ways to help students make the transition from school to adulthood
- 4.6 Examine ways to help students develop self-determination

Goal V. Behavior and Discipline

- 5.1 Determine the legal aspects that must be considered when designing disciplinary actions for students with disabilities
- 5.2 Explain how to conduct a functional behavioral assessment
- 5.3 Design a plan to promote positive classroom behavior in students

- 5.4 Determine ways to prevent students from harming others
- 5.5 Adapt the classroom design to accommodate students' learning, social and physical needs

Goal VI. Differentiating Instruction for Diverse Learners

- 6.1 Determine various ways to differentiate instruction for students
- 6.2 Present ways to differentiate instruction for students who have difficulty reading and gaining information from print material
- 6.3 Present ways to differentiate instruction for students from diverse cultural and language backgrounds
- 6.4 Demonstrate an understanding of instructional technology and assistive devices to differentiate instruction for students
- 6.5 Analyze the use of effective instruction
- 6.6 Inspect the successful use of cooperative learning arrangements with students
- 6.7 Determine the best practices for facilitating the learning of reading, writing, spelling, mathematics and science

The following course objectives are taken from the *SBEC Educator Standards; Pedagogy and Professional Responsibilities (EC -12) and Professional Development and Appraisal System (PDAS)*.

(II & VII) 4.1 Domain I: Designing Instruction and Assessment to Promote Student Learning

- Recognizes factors affecting physical growth, health, social and emotional development of students which impacts cognitive development (Competency 001)
- Understands how development in any one domain (cognitive, social, physical, emotional) impacts development in other domains (Competency 001)
- Recognizes signs of developmental delays or impairments in students (Competency 001)
- Demonstrates knowledge of students with diverse personal and social characteristics and the significance of student diversity for teaching, learning and assessment (Competency 002)
- Accepts and respects students with diverse backgrounds and needs (Competency 002)
- Knows how to use diversity in the classroom and the community to enrich all students' learning experiences (Competency 002)
- Knows strategies for enhancing one's own understanding of student' diverse backgrounds and needs (Competency 002)
- Understands cultural and socioeconomic differences and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students (Competency 002)
- Understands the instructional significance of varied student learning needs and preferences (Competency 002)
- Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness, and guide instructional planning for individuals and groups (Competency 003)
- Understands the connection between various components of the Texas statewide assessment program, the TEKS and instruction, and analyzes data from state and

other assessments using common statistical measures to help identify students' strengths and needs (Competency 003)

- Recognize how various characteristics of students impact teaching and learning (Competency 004)
- Analyzes ways in which teacher behaviors or factors in the home and community impact student learning, and plans instruction and assessment to enhance student learning (Competency 004)
- Incorporates students' different approaches to learning into instructional practices (Competency 004)

(VI) 4.2 Domain II: Creating a Positive, Productive Classroom Environment

- Uses knowledge of the unique characteristics and needs of students to establish a positive, productive classroom environment (Competency 005)
- Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences, and active engagement in learning by all students (Competency 005)
- Creates a safe, nurturing, and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity (Competency 005)
- Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels (Competency 006)
- Applies effective procedures for managing student behavior and for promoting appropriate behavior and ethical work habits (Competency 006)

(VI & VII) 4.3 Domain III: Implementing Effective Responsive Instruction and Assessment

- Applies various strategies to promote student engagement and learning (Competency 008)
- Applies knowledge of different types of motivation and factors affecting student motivation (Competency 008)
- Demonstrates knowledge of the characteristics, uses, advantages and limitation of various assessment methods and strategies, including technological methods and methods that reflect real-world applications (Competency 010)
- Responds flexibly to various situation and adjusts instructional approaches based on ongoing assessment of student performance (Competency 010)

(I & III) 4.4 Domain IV: Fulfilling Professional Roles and Responsibilities

- Applies knowledge of appropriate ways to work and communicate effectively with families in various situations (Competency 011)
 - Interacts appropriately with all families, including those that have diverse characteristics, backgrounds, and needs (Competency 011)
 - Interacts appropriately with other professionals in the school community (Competency 012)
 - Knows the roles and responsibilities of specialists and other professionals at the building and district levels (Competency 012)
 - Knows legal requirements for educators and adheres to legal guidelines in education-related situations (Competency 013)
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Student Learning Objectives/Outcomes

1. Students will develop a concept of teaching for inclusion as it relates to special needs students with diverse educational needs in a general education setting.
2. Students will demonstrate their knowledge of instructional strategies designed to support special needs, gifted and talented, and second language learner students in the general education classroom within the framework of gender, culture, ethnicity, and SES status.
3. Students will demonstrate their knowledge and understanding of their role as a professional educator in the development and implementation of the IEP and ARD processes.
4. Students will demonstrate their knowledge of the neurodevelopmental framework as a tool for including diverse learners in their general education classroom.

Required Reading:

Salend, S.J. (2008). *Creating inclusive classrooms: Effective and reflective practices* (6thed.). Upper Saddle River, NJ. : Merrill Prentice Hall.

Required Software

Microsoft Word: All course assignments must be submitted as Word documents.

Required Supplies

Students are required to bring supplies to each class meeting for participation in class activities, projects, etc. markers, scissors, tape, glue stick, pencils, and pens should be sufficient.

Suggested Course Materials

Levine, M. (2002). *A mind at a time*. New York: Simon & Schuster Paperbacks.

<http://www.amazon.com>

Levine, M. (1990). *Keeping a head in school*. Cambridge and Toronto: Educator's Publishing Service, Inc. <http://www.eps.com>

Pohlman, C. (2008). *Revealing minds: Assessing to understand and support struggling learners*. San Francisco: Jossey-Bass, A Wiley Imprint <http://www.josseybass.com>

eLearning

This semester you will be utilizing the *eLearning* course management system. All students are required to have UTD net ID to log onto the system. *eLearning* can be accessed via the UTD Homepage or at <http://elearning.utdallas.edu>

Supplemental Readings and Internet Sites

Education Resources Information Center (ERIC)

The world's largest digital library of education literature

<http://www.eric.ed.gov/>

Professional Development and Appraisal System (PDAS)

<http://www.tea.state.tx.us/PDAS>

Council of Exceptional Children (CEC)

Assists teachers, school administrators and related service providers. The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents.

<http://www.cec.sped.org//AM/Template.cfm?Section=Home>

Council for Children with Behavioral Disorders (CCBC)

An international professional organization dedicated to improving educational practices for children with emotional and behavior disorders.

<http://www.ccbd.net/>

Council for Learning Disabilities (CLD)

The Council for Learning Disabilities (CLD) is an international organization concerned about issues related to students with learning disabilities.

<http://www.cldinternational.org/>

Other resources as introduced and/or provided in class.

Course Assignments

A. Interview (30 points)

The purpose of this assignment is to provide you with an opportunity to learn more about students with special needs. Your product for this assignment has three parts: the audio tape of your interview, the written Q & A of your interview, and lastly, a presentation to your classmates. The written portion of the assignment will include the Q & A section followed by a reflective analysis of the interview. Consider such questions as what did I learn that surprised me and why? Based on what you learned, what will you do to more deeply inform your teacher preparation studies? What was most the significant idea/point you learned from this interview? This assignment will be discussed in greater depth in class.

B. Mini-Lesson: Assistive Technologies (30 points)

This assignment requires you to modify or redesign a lesson for a student(s) with a specific challenge/disability who require the use of assistive technologies. The mini-lesson format will be explained during a class session. This assignment requires you to (a) use the TEKS to determine an appropriate academic skill on which to focus, and (b) research and use an assistive technology(s) that can be used to promote learning. Examples of applicable and

appropriate assistive technologies are in your text and will also be explored in class. The lesson plan format will be provided and discussed in class.

C. Mini-Lesson: Instructional Strategies for Diverse Learners (30 points)

This assignment requires you to modify or redesign a lesson for inclusion students. The mini-lesson format will be explained during a class session. This assignment requires you to (a) use the TEKS to determine an appropriate academic skill on which to focus, and (b) differentiate instruction for diverse learners. Examples of applicable and appropriate instructional strategies are in your text and others will be explored in class. The lesson plan format will be provided and discussed in class.

D. Observation & Debrief (30 points)

You will observe a general education teacher teach a special needs student(s) as part of the whole class or in a group. An observation guide will be provided that will inform your observation. You will take copious notes using the guide and then reflect upon your observations. Your reflection should also raise questions for discussion at a debrief with the teacher. Your product for this assignment has three parts: (a) your notes of the observation and debrief with the teacher, (b) your write-up of the observation and debrief, and (c) your class presentation..

E. Concept Paper (100 points)

The purpose of this assignment is for you develop and state your philosophy about how you create an inclusive educational learning environment when you teach.

F. Exams (180 points)

You are required to take three (3) in-class exams. Students are required to take the exams on the date specified in the course schedule.

G. Professionalism (10 points)

All students are expected to demonstrate a professional attitude at all times. An educator demonstrates his/her professionalism in ways such as being on time, participating and contributing to class activities, accepting responsibility, interacting appropriately with the instructor and peers, respecting others and one's self, exhibiting self-control, using mature judgment, being responsible, reliable, and dependable, maintaining personal and professional integrity, and consistently demonstrating such professional behaviors during class and on assignments. At the end of the semester, the instructor will assign a professionalism score to each student. Attendance penalties could affect your professionalism score.

H. Reflection (10 points)

You will be required to write a detailed reflection of your learning during this course. Citing evidence from your experience to support your comments, include in your discussion an evaluation of the text, class discussions and experiences, assignments as well as discoveries you made during this course. Please respond to these questions:

1. Which experiences in this course had the greatest impact on your learning? Explain why?
2. Explain how your thinking changed, if at all, and how this course contributed to those changes in your thinking?
3. Explain how incorporating PDAS and TExES standards within this course assisted your professional development and learning experiences as a pre-service teacher?
4. Provide a rationale for the grade you believe you earned in this course and why (Include evidence of your professionalism and quality of your attitude, effort, participation, attendance, work, integrity, ethics, etc.).

Course & Instructor Policies

Email Policy, Etc.!

- *Only* emails identified with your name, class will be answered. Put the Course numbers with your full name in the subject line of your email to ensure it will be opened.
e.g.: ED 4V95.501-ASHMORE
- Please address the recipient respectfully and use correct, proper grammar and spelling.
- Email correspondence should be appropriate and not request handouts, notes, grades, etc. to be faxed or sent to you.
- NEVER* make a request to treat your course work and grade differently than what is outlined in this syllabus.
- Please* do not request special favors or expect special consideration be given to you that is not afforded to other students in the class.

* *Email messages containing such content (as described above) will not be answered. Inappropriate emails will be forwarded to the Teacher Development Center Director.*

Attendance Policy: **DO NOT MISS CLASS!**

Attendance t all class meetings is required and essential to your success in this course. Many course objectives are met during active participation in class, therefore your attendance is vital to your learning and success.

If you must be absent, you are expected to contact a class member to obtain notes, handouts, announcements, etc. This is your responsibility! Your absence is not an excuse for being unaware of information presented in class, including changes in due dates and assignments.

Communicate immediately with Dr. Ashmore about any absence. Failure to attend class, frequent tardiness and leaving early will negatively impact your final grade. A student missing more than 4 class meetings will lose one letter grade for each absence. Absences are defined as missing a class meeting for any reason. Tardiness is defined as arriving to class 15 minutes or more after class has begun.

Grading Policy:

Earned grades will be assigned as follows:

Grade	Points
A	390-364
A-	363-354
B+	353-343
B	342-325
B-	324-318
C+	317-307
C	276-289
C-	288-282

D+	281-271
D	270-253
D-	252-246
F	245 & below

Miscellaneous but IMPORTANT to Note:

- Students are expected to conduct themselves in an adult, professional manner at all times treating one's self and all others with the utmost respect. Displays of unprofessional behavior carry sanctions (up to a 50 –point deduction from final points earned). As an FYi, unprofessional behaviors are such things as: reading non-course materials, completing assignments for another course during instructional time, repeated and interruptive talking during class time, responding in a negative manner to instructor or classmates, failure to exhibit collaboration and cooperation with classmates and/or instructor, responding in a hostile manner to suggestions for improvement regarding assignments or classroom performance, checking email or engaging in non-class activity on laptops, and/or talking on cell phones during class.
- All written assignments are expected to be of high quality exhibiting excellent use of Standard American English. Thoughts should be clearly articulated and concisely expressed using excellent execution of writing conventions, writing style, organization, and spelling. Anything put in writing as a professional educator must be perfectly written and clearly expressed. Begin that practice now!
- The instructor will not pre-grade any assignment. All assignments will be graded then returned at the same time.
- All assignments are due to the instructor on the date due. Where assignments may be due via eLearning, students will have until midnight on the date due to submit an assignment. No assignment will be accepted after midnight on the due date. Prepare assignments well ahead of the due date/submission date to accommodate any untimely problems with technology—computer, printer, ISP provider, WebCT, etc.
- No assignments or portion(s) of an assignment will be accepted via email unless otherwise indicated or the instructor has directed the assignment be brought to class,
- All assignments must be typed. No handwritten work will be accepted.
- Please make a copy of all work submitted. In the highly unlikely event an assignment is lost or misplaced, the burden of proof rests with the student.

Field Trip Policies

Off-campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address

http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Series 50000, Board of Regents, The University of Texas System*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see

<http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

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