Course: EDUC 6745  Principles and Practices of Collaboration and Inclusion

Professor:
Phone:
Fax:
E-mail:

Course Description:
This course addresses the prerequisite knowledge and skill set necessary to create collaborative teaching/learning environments essential for inclusion. Students will examine effective teaching practices for whole class instruction and the adaptations and modification necessary to meet the needs of students with high and low incidence disabilities. Students will learn strategies that prompt acquisition and application of core curriculum competencies.

   - Standard 1 Subject Matter Knowledge  1.1, 1.4, 1.7, 1.8
   - Standard 2 Human Growth and Development  2.3, 2.5, 2.6, 2.7, 2.8
   - Standard 3 Diverse Learners  3.2, 3.3, 3.6, 3.7, 3.8, 3.9, 3.10
   - Standard 4 Instructional Planning and Strategies  4.7, 4.8, 4.9, 4.10, 4.11, 4.12
   - Standard 5 Assessment  5.3, 5.4, 5.5, 5.6, 5.7,
   - Standard 6 Learning Environment  6.1, 6.2, 6.3, 6.5, 6.6
   - Standard 7 Special Needs  7.1, 7.2, 7.4, 7.6, 7.7, 7.8
   - Standard 8 Communication  8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8
   - Standard 10 Professional Development  10.1, 10.2, 10.3, 10.4, 10.5, 10.7

   - Standard 2 Development and Characteristics of Learners
   - Standard 3 Individual Differences
   - Standard 4 Instructional Strategies
   - Standard 5 Learning Environments and Social Interactions
   - Standard 6 Language
   - Standard 7 Instructional Planning
   - Standard 8 Assessment
   - Standard 9 Professional and Ethical Practice
   - Standard 10 Collaboration
C. New Jersey Core Curriculum Standards/Common Core Standards: Standards available at: https://www13.state.nj.us/NJCCCS/

D. Common Core State Standards
All teaching candidates must be familiar with the new Common Core State Standards (the Standards) for English Language Arts and Mathematics and demonstrate an understanding of the Standards with respect to the design and delivery of instruction for students with disabilities. Students should maintain a copy of the Standards on their computer. The Standards can be found at: http://www.corestandards.org/

ESSENTIAL QUESTIONS:

1. What are the philosophical and practical underpinnings of inclusion essential to implementation in general education settings?
2. How do collaborative practices influence educational partnerships, planning and programming?
3. What are the prerequisite teacher skills and competencies necessary to ensuring effective inclusive learning environments?
4. In what ways does the nature of a disability influence adaptation/modification in the inclusive setting?
5. What teaching/learning strategies and practices support acquisition and application of core curriculum competencies for special needs students?

COURSE OUTCOMES DERIVED FROM ESSENTIAL QUESTIONS:
Upon completion of this course students will:

- State legal and philosophical foundations for inclusion
- Describe the role of collaboration in designing and implanting inclusive practices and programs
- Prepare a co-teaching lesson plan that incorporates adaptations, strategies and activities that support inclusion of special needs students
- Use effective communication skills to collaborate with peers, parents and paraprofessionals
- Identify and implement adaptations and modifications appropriate for inclusion of students with high and low incidence disabilities
- Identify and implement adaptations and modifications appropriate for inclusion of students with other diverse learning needs
- Describe essential effective teaching variables for planning and delivery of instruction for all students
- Identify and implement classroom management and behavior procedures and strategies that support students in inclusive settings
- Identify and teach study and learning strategies that prompt acquisition of core curriculum content meet student need and curriculum demand
- Understand the role of attention and memory and identify approaches to promote active engaged learning
• Describe the role of different forms of assessment, use of grading procedures, adaptations and strategies in the inclusive classroom
• Identify and implement instructional and technological adaptations, strategies and activities for literacy acquisition
• Identify and implement instructional and technological adaptations, strategies and activities for acquisition of basic number concepts to more complex mathematics
• Identify and implement activities and strategies that provide access to and acquisition of content area curriculum

Required texts—**BRING THEM TO CLASS EACH WEEK**


**REQUIRED NOVELL AND WEBCAMPUS (BLACKBOARD) ACCOUNTS**

All students in this course are required to obtain an FDU student webmail account in order to access the Blackboard (on-line) component of this course. In order to access WebCampus, you must have a Webmail account and be officially registered for classes.

If you have a FDU Webmail Account, your username and password for WebCampus are identical to your Webmail username and password (e.g. Einstein@student.fdu.edu). Please note: there will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus. Passwords must be 6-8 characters in length and are case-sensitive (i.e., capitalization counts).

If you do not have a Webmail account, you must first create your webmail account at alpha.fdu.edu/edtech and click on student resources for specific information. Click on “Create New Account” and follow the on-line instructions. There will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus.

If you are having trouble creating your Webmail account or logging in to WebCampus, please contact the Fairleigh Dickinson University Technical Assistance Center (FDUTAC) at 973-443-8822 or email fdutac@fdu.edu. Assistance is available 24 hours a day for Webcampus users.

**To access Blackboard:**

WEBSITE:  [http://webcampus.fdu.edu](http://webcampus.fdu.edu)
Click on Login on the top left of the screen
At this point you will be asked for a user name and password
Once you log in, scroll down to the box called My Courses. Click on EDUC 6745
From then on, you will be able to access the various components of the course.
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<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment/Performance Task</th>
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<td></td>
<td><strong>Inclusion Basics</strong>&lt;br&gt;Legal considerations re: inclusion, LRE, continuum of service, disability types, student &amp; parental rights</td>
<td>Handout:&lt;br&gt;IDEA&lt;br&gt;New Jersey Administrative Code&lt;br&gt;PRISE Book&lt;br&gt;NCLB&lt;br&gt;Tomlinson IDEA-30 Years After&lt;br&gt;NJ CCS/Common Core Standards&lt;br&gt;Model IEP from State</td>
<td>In class:&lt;br&gt;Discussion, review of articles and law related to sp ed and in-class support.</td>
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<td>Review of IEP Components</td>
<td><strong>Book Club Selections and assignment</strong>&lt;br&gt;<strong>Read The Lesson of Classroom 206</strong>&lt;br&gt;<strong>Integrating Understanding by Design/DI: Readings</strong>&lt;br&gt;<strong>How to Differentiate in Mixed Ability Classroom: Readings</strong></td>
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<td><strong>Inclusion—Then and Now</strong>&lt;br&gt;Compare inclusion in 1995 to present</td>
<td>Compare inclusion in 1995 to present&lt;br&gt;Manhattan School for Children Article&lt;br&gt;Inclusion video from Turning Point</td>
<td><strong>Class Discussion</strong>&lt;br&gt;<strong>Compare and Contrast</strong></td>
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<td><strong>Co-Teaching</strong>&lt;br&gt;Nature of co-teaching, roles and responsibilities, planning, presenting and problem solving.</td>
<td>Powerpoint&lt;br&gt;Effective Communication and planning&lt;br&gt;What is Co-Teaching and What it is Not&lt;br&gt;Role of LDT/C</td>
<td>Discussion of models, pros, cons.&lt;br&gt;What makes co-teaching successful&lt;br&gt;Case Studies&lt;br&gt;<strong>Review of Ubd/DI Lesson Assignment</strong></td>
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<td><strong>Understanding by Design/ Differentiated Instruction: A model for in-class support</strong>&lt;br&gt;DI-Mixed Ability Classrooms: Read book throughout this block of instruction.</td>
<td>Article Review Due:&lt;br&gt;Book Group Discussion</td>
<td>Videos demos from Differentiated Instruction tapes</td>
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<td>Assessment in an Inclusive Environment</td>
<td>Handouts: Formative vs. Summative Assessments</td>
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<td>PowerPoint Presentation</td>
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<td>Examples of report card that works well in inclusive setting</td>
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<td>Response To Intervention</td>
<td>RTI-Power Point articles, handouts</td>
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<td>Classroom Discussion-RTI Article Due</td>
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<td>Incidence of Disabilities</td>
<td>Information describing major types of disabilities</td>
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<td>Prevalence, characteristics, adaptations &amp; modifications</td>
<td>Small group work—research on characteristics and how to best apply UbD/DI in an in-class support setting</td>
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<td>ADHD</td>
<td>Handouts: Fact Sheets ADHD Materials</td>
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<td>Prevalence, characteristics, adaptations &amp; modifications, other learning differences</td>
<td>In class: Jigsaw fact sheets ADHD</td>
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<td>Classroom Management &amp; Motivation</td>
<td>Handouts and discussions</td>
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<td>Methods &amp; strategies for addressing classroom behavior, social skills, motivation &amp; affect</td>
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<td>Developing Independent Learners: Use of Technology and study skills in an in-class support setting</td>
<td>Articles Websites</td>
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<td>Small group discussions</td>
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<td><strong>Content Area Instruction in an in-class support environment:</strong></td>
<td><strong>Handouts, articles and discussions</strong></td>
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<td>Literacy</td>
<td><strong>UbD/DI Lesson</strong></td>
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<td>Math</td>
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<td>Science</td>
<td><strong>Small group presentations on Differentiated Lessons</strong></td>
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<td>Social Studies</td>
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**Final**
I. Assignments/performance tasks

Standards for Written Work

- All assignments must be typed, double spaced and stapled.
- All work submitted should be neat and well written. Please proofread carefully. It is good practice to have someone who is not familiar with the work proofread the assignment as well.

II. Grading and evaluation policies

1. Grades: 95 and above = A; 90-94 = A-; 87-89=B+; 83-86=B; 80-83=B-;
   77-79=C+; 73-76=C; Below 73=F

2. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by a university employee.

3. Incompletes (not a grade but a temporary status. COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

4. The Learning Disabilities Program does not permit students to repeat courses.

5. The MA in Learning Disabilities Program requires a minimum 3.25 GPA for retention in the program and for graduation.

6. Students whose GPA falls below a 3.25 will be placed on probation for one semester. If the GPA does not reach a 3.25, the student will be asked to withdraw from the program.

7. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

III. Attendance

Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. It is the student’s responsibility to see the instructor for missed assignments, handouts etc. Class attendance and participation are essential to academic progress. Attendance will be taken each week.

IV. FDU Academic Integrity Policy: Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chair, or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. Additional information regarding the FDU Academic Integrity Policy can be found at: http://www.fdu.edu/academic/1012bulletin/005-049.pdf
V. Student with Learning Disabilities

FDU provides a Regional Center for Students with Learning Disabilities. At the Florham Campus it is located on the lower level of Hennesy Hall. If a student requires modifications, please discuss with instructor.

VI. Instructor-specific policies

Disclaimer: This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

VII. Cell phones/texting should only be used for emergency purposes during class. Please be sure cell phones are on vibrate/silent during class time.
ASSIGNMENTS — Ed 6745-91

1. REVIEW OF CURRENT LITERATURE/RESEARCH. 10.5 points each review (2 articles)

- Typed response including:
  - Title of article, periodical, year and volume
  - 1-2 paragraphs summary of article
  - 1-2 paragraph reflective response focused on the following questions
    - How does this apply to your current teaching situation or how do you think would apply if you were teaching?
    - Did it change any perspective you had on this topic
    - Reflect on one or two major points that you agree with the author
    - Reflect on one or two major points you disagree with the author
    - Note recommendations/changes you would implement based on your personal knowledge.

- Article A: One article from any educational journal on in-class support or the inclusive model from any perspective. Article must be published after 2004. Due:

- Article A: One article from any educational journal on Response to Intervention from any perspective. Article must be published after 2004. Due:

2. BOOK GROUPS—10 points

- **Book Group Process**
  1. Select of books from list (Distributed)
  2. Form books groups
  3. Group book discussion will take place on February 20, 2012 for approximately one hour
    a. Each person is to formulate questions for discussion which are to be submitted at end of discussion. Meet to discuss format for your group
    b. Discussion must remain focused
  4. Final Assignment (Reflection) is described below:

- **Book Group Reflection: Due**
  Heading: Name of Book
  Members of your book group.

  **From you reading/discussion:**
  1. Describe what you found most intriguing about this book or what new learning you have acquired. Be specific in your response and give evidence from your reading. *(Assignment continued on next page)*
2. What information did you glean from this book that would be of useful when including a student with autism in a regular education classroom? Again, give evidence.

3. How would you apply what you learned from this book to your world of working with children? If you not currently working with children, apply what you learned to your current life experience.

4. Spend some time reflecting on your book group and the experience of sharing a book together. Write about your reaction—pros, cons, things you would do differently the next time

3. OBSERVATION OF IN-CLASS SUPPORT OR INCLUSION SETTING—20 points

Due -

i. Schedule a visit to a classroom that has an in-class support teacher or an inclusion program. The in-class support personnel MUST BE A CERTIFIED SPECIAL EDUCATION TEACHER—NOT AN AIDE. A public school setting is preferred. If you are not working in a school, call your local school district.

ii. The setting MUST BE APPROVED before doing the visit (form to be distributed) and letter signed by teacher documenting visit (Distributed)

iii. Letter to give to school administration (Distributed)

iv. Schedule a short time (during prep, before or after school) with both teachers if possible to get some background to the class.

v. Submit a paper summarizing your observations and reflections on what you observed include:

1. Name of school, grade, number of regular and special education students in the class, content area observed
2. If possible find out the disabilities of the students in the class (no names)
3. Describe the lesson—procedures used content, how the class was conducted, students grouped, and organization etc.
4. How did the teachers work together? What was their role? Do they have common planning time? How long have they been working together? Get their reactions to in class support or inclusion.
5. What was the student’s reaction to the two teachers in the room? How did the teachers interact with the students? Could you tell from your observation who is working with the special needs students?
6. Was the curriculum modified in any way? How did you know it was modified? Could you see or hear a difference?
7. Is their evidence of Differentiated Instruction? If so, what did you see?
8. Give your reactions to the observation
   • What did you like?
   • What do you think worked and why?
   • What would you change?
4. DEVELOP AN UbD AND DIFFERENTIATED LESSON FOR IN-CLASS SUPPORT CLASS. Due - (25 points)
   • Details will be discussed on or about 2/5/12

5. Final Examination: 24 points in-class short answer and brief essay questions Date-

   Other short term assignments to enhance in our weekly class meetings will be distributed throughout the course.