

UTTC Teacher Education

Syllabus

EDU 305 Creating Inclusive Classrooms

Course Information

Credit Hour: 3
Semester/Year: Fall 2015
Class Location: ED B03
Time: T-Th 1-2:30

Instructor Information

Instructor: Win O'Toole
Tel: 1752
Email: wotoole@uttc.edu

Required Textbooks:

Friend, Marilyn & Bursuck, William, D. (2015) *Including Students with Special Needs-A Practical Guide for Classroom Teachers*. (7th Edition)_Boston: Pearson. ISBN-13: 978-0-13-356443-3

Course Description:

This course introduces the process of achieving an inclusive classroom. With school reform focusing on increased achievement for all students, special education and the inclusive classroom are taking center stage in school planning. Teacher candidates will learn to modify curriculum, instruction, and assessment to meet the needs of every student; to collaborate when designing and implementing curriculum and instruction of an inclusive classroom; and to develop the affective skills of students in general education classrooms. Candidates will also be introduced to the three tiers of Scientifically Research-Based Interventions (SRBI's) that are components of the Response-to-Intervention (RTI) model and strategies for English Language Learners. Field experience is included.


Course Student Outcomes:

<i>Through participation in this class the teacher candidates will:</i>	<i>Assessment</i>
1. Demonstrate understanding of elements of an inclusive classroom, the rationale for inclusion, and the least restrictive environment (LRE) and its affect on curriculum, instruction and assessment.	Quizzes, Tests and Assignments
2. Identify and describe the purpose and components of an individualized education plan (IEP) and the role and responsibility of each IEP team member.	Quizzes, Tests and Assignments
3. Identify and describe the process of identifying students for special education support as reflected in the Individuals with Disabilities Education Act (IDEA) eligibility criteria.	Quizzes, Tests and Assignments
4. Apply constructs of the RTI model in case studies.	Quizzes, Tests and Assignments
5. Adapt assessments for students with special needs in the regular education classroom.	Quizzes, Tests, Assignments, Projects
6. Practice research-based strategies for English Language Learners in the regular classroom.	Quizzes, Tests, Assignments, Projects
7. Identify key elements of successful collaboration.	Quizzes, Tests, Assignments, Projects
8. Participate in a field experience placement.	Participation

Elementary Education Five-Year Course Assessment Schedule (Standards Assessed Fall 2015)

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
50015.3 <i>Instruction</i> 3a. Integrating and Applying Knowledge for Instruction	Quizzes, tests, and assignments	Final project

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practice in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Course Attendance Policy

Regular class attendance is important for you to understand the material in this class. The responsibility for regular attendance is entirely yours. We understand there are circumstances that are justified for missing class (i.e. severe illness or death in the family); however, in JICS (my.utt) you will still be counted absent from the course regardless of the circumstances. The instructor will document the reason for absences in the event that an issue arises due to excessive absences. In any event, the following procedures apply:

1. You are responsible for material covered in classes you miss.
2. You are responsible for the decision to be absent on the day of a scheduled examination well aware that you may not be able to take it later.
3. You may refer to the UTTC student handbook/planner that addresses campus attendance policies.

Expect class to last the entire scheduled time. You may not leave class early without a valid excuse or without having made prior arrangements with the instructor. Choosing to do so may result in you being considered absent for that class period.

Student Tardiness

You must be seated and ready to begin class at the scheduled time. Tardiness is unprofessional and will be recorded and closely monitored by the instructor of the course. Significant tardiness, arriving **fifteen (15) minutes after** the posted start time for a 50 minute class, *may* result in you being considered fully absent from class.

Tardiness will be documented within the JICS system. If tardiness becomes a problem, a staffing may be conducted.

Student Behavior in the Classroom

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic

tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

Late Assignments Policy

All student work is expected to be completed and turned in by the assigned due date. All class assignments are due at the *beginning* of the class period or they are considered late. All presentations must be completed on the original date due or you will forfeit any possible points. The only exception to this is if you have made arrangements with the instructor *before* the scheduled presentation. If you are absent for a scheduled field trip and/or guest speaker, it is highly likely you will forfeit points for those activities as it is challenging to make up these types of activities.

Late work will not receive full credit. All late work (that which has been arranged with the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Disabilities Learning Policy

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disability Support Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disability Support Services office is located in the Education Building Room 123. The DSS department can also be reach at (701) 255.3285, ext. 1516.

Programmatic Procedures

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is for not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Cell Phones

Out of respect and courtesy to your fellow students and your instructor, please leave your cell phone off during class. If you absolutely must leave it on in an emergency situation, let your instructor know before class that you may be getting a call then turn off the sound and use the silent ring mode. If a phone call is received, quietly take the call in the hall where you will be less of a distraction. **Texting is a distraction and a sign of disrespect and**

will not be allowed in class. If cell phones are used in class in any other circumstances other than emergencies, (relayed to the instructor *before* class) the student using the cell phone will be counted absent.

Background Checks

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments. On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

The disclaimer - This syllabus may be adapted to meet the needs of the class and schedules of outside resource persons necessary to meet the objectives of the class.

Grading Requirements

Evaluation will be determined by completion of all requirements, attendance, and participation in class. The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below.

- Writing is expected to be at the collegiate level.
- All assignments should be typed.
- 10% of the total will be deducted if they are not.

Scholarship, attitude, initiative, cooperation, and improvement will also be considered.

Evaluation of Student Performance (Including Grading Policy)

Grades

A	90-100%	C	70-79%
B	80-89%	D	60-69%
		Failing	Below 60%

Description of Assignments

- *Reaction Paper*-each student is required to complete a reaction paper. Papers are to be 1-2 pages in length and include: Summary statement about the article. A reaction to the content of the article. This should focus on your reaction to the articles and the impact on you and the profession. The reaction will critique three articles on the following topics:
 - Into the Mainstream
 - Collaborating with Parents to Implement Behavioral Interventions for Children with Challenging Behaviors
 - High-and Average-Achieving Students' Perceptions of Disabilities and of Students with Disabilities in Inclusive Classrooms.
- *Self-reflection Statement*: Write a letter to me describing what you have learned in this course and the usefulness of the course to your professional development.
- *In-class performance based assignments*. Several problems and mini-case studies will be presented and you will be required to respond to them.
- *Class assignments using the Introductory Special Education: Inclusion-Student Learning Guide*. Each student is required to complete Video Clip and corresponding workbook assignments.
- *Two classroom observations are required. The observation form contains a series of observations to be performed in classrooms of your choosing.*
- *One interview with administrator is required by asking a series of questions listed on the form.*
- *There are two websites devoted to parent and family organizations: The National Resource Center on AD/HD (NRC) and Children and Adults with Attention Deficits Disorders (CH.A.D.D.)* Visit these websites and then visit that of the Council for Exceptional Children to learn about its Division for Learning Disabilities (DLD). How does the site of professional organization (DLD) differ from sites sponsored by parent groups? Which type of site is better source of ideas for classroom teachers? Include samples from the sites in your project.
- *Completion of one of the following final projects*: The Final Project will be prepared and presented by cooperative groups of three students. Each group will be given ten minutes for presentation. Each group will submit a typewritten report that is 3-4 pages in length.
 - Contact a local school district and determine the types of programs they offer for students at risk. Establish who supervises these programs (e.g., special education, remedial services), and any agencies they work within the community. From what you know about both the community and students at risk, does the program seem to be adequate? Be prepared to describe your findings and to state what changes you would recommend.
 - Locate community agencies that serve individuals who are at-risk. Consider agencies such as telephone hotlines for suicide prevention, child abuse, or drug abuse. Determine the types of services they provide and whether their services are readily available to school age students.
 - Obtain information that will help you to determine the policy and procedures for identifying and reporting child abuse and neglect in a local school or school district. If possible, also include specific information on the state laws and penalties for not reporting cases of abuse or neglect. Prepare a written description of these, and include information on the agencies that work with the school to investigate the reports and to enforce the laws related to abuse and neglect.
 - It is noted that inclusion is an attempt to integrate but not obliterate differences. Discuss this statement in relations to the "no One Model American" policy statement of American Association of Colleges for Teacher Education. Visit one or more classrooms. Provide examples of ways in which this statement is carried out in those rooms.

EDU 305 Classroom Observation Form

Name: _____

Date: _____

Please answer the questions with yes or no and explain your answers. Each bullet will need to be completed. Please address additional comments or observations.

1. Development of learning objectives:

- Are objectives for the class given verbally, written, or not at all?
- Are specific instructional outcomes used?
- Are objectives discussed at the end of class?

2. Selection and use of instructional materials:

- Do films, websites, and other audiovisual materials have a clear purpose?
- Are handouts appropriate in number and subject?
- Since the text may be pre-selected, does instructor give help with reading or using the text, if necessary?

3. Educational climate for learning:

- Are students AND teacher interested and enthusiastic?
- Does the instructor use student names?
- Is humor used appropriately?
- Does instructor not embarrass or belittle students in any way?
- Is the atmosphere of the classroom participative?
- Did the instructor have eye contact with students?

4. Variety of instructional activities:

- Does timing of classroom activities consider attention spans?
- Does instructor involve students in deciding what issues to discuss?

5. Preparation for class session:

- Provide examples that show preparation by instructor.
- Do students know what preparation (reading or other assignments) they should have completed prior to class?

6. Instructional methods:

- List instructor activities.
- Did the opening gain the class's attention? Did it establish rapport?
- Did the opening outline the topic and purpose of the lecture?
- Is the delivery paced to students' needs?
- Does the instructor introduce topic, state goals, present material or activity effectively, summarize, and give assignment or suggest an idea to consider before the next class?
- Could the instructor be seen and heard?
- Were key points emphasized?
- Were explanations clear to students?
- Were examples, metaphors, and analogies appropriate?
- Was the lecture stimulating and thought provoking?

7. Opportunity for student participation:

- List students' activities.
- Does instructor encourage students to summarize and add to other' summaries?
- Does instructor help quieter students interact with others?

8. Individualization of instruction:

- Are the emotional, physical, and intellectual needs of students met?
- Does the instructor prompt awareness of students' prior learning and experiences?
- Does the instructor offer "real world" application?
- Is the instructor available before or after class?
- Does the instructor relate class to course goals, students' personal goals, or societal concerns?

9. Responsiveness to student feedback:

- Is the instructor paying attention to cues of boredom and confusion?
- Does the instructor encourage or discourage questions (dissension)?
- Does the instructor provide students opportunity to mention problems/concerns with the class, either verbally or in writing?

10. Learning difficulties:

- Does a student need assistance for a temporary or permanent disability?
- Are one or more students not motivated or unable to follow the class?
- Does the instructor show favoritism?
- Are students able to see visual aids?
- Does one group dominate discussion and hinder others' participation?

Additional comments or observations:

SYLLABUS ACKNOWLEDGEMENT

Please sign this form, detach from syllabus, and return to the instructor.

Course Title: Creating Inclusive Classrooms

Course Number: EDU 305

Semester: Fall 2015

Credit Hours: Three (3)

Instructor: Win O'Toole

My signature below indicates that the content of this syllabus has been explained to me, that I understand what is expected of me, and that I have been given a copy to keep for future reference.

Print Name

Signature

Date