



# UNITED TRIBES TECHNICAL COLLEGE

## EDU 305 Creating Inclusive Classrooms Syllabus Fall 2017

### Instructor and Class Information

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<b>Section Number</b>	EDU 305 A Fall 2017
<b>Start Date</b>	8/22/2017
<b>End Date</b>	12/8/2017
<b>Meeting Times</b>	Mon-Wed 2:00PM-2:50PM
<b>Location</b>	Main Education Building B03

### Course Information

<b>Course Number</b>	EDU 305
<b>Course Title</b>	Creating Inclusive Classrooms

#### **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 for an inclusive classroom; and to develop the affective skills of students in general education classrooms.

<b>Total Credits</b>	2.00
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#### **Textbooks**

Friend, M., & Bursuck, W.D. (2011). Including Students with Special Needs: A Practical Guide for Classroom Teachers (6th Ed.). Boston: Allyn and Bacon. ISBN-13: 978-0132179720.

## **External Standards**

**Title** Elementary Education

**Sponsoring Organization** NDESP

### **Target Standards**

50015.1 Development, Learning, and Motivation. The program requires the study of development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

50015.2a The teacher candidate will study English language arts. Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language and child development, to explicitly teach and model each of the following: reading, writing, speaking and viewing, listening and language, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

50015.2b The teacher candidate will study science. Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

50015.2c The teacher candidate will study mathematics. Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that include number and operations, algebraic thinking, geometry, measurement and data, statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

50015.2d The teacher candidate will study social studies. Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

50015.2e The teacher candidate will study the arts. Candidates know, understand, and use—as appropriate program requires the study of health education. Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

50015.2f The teacher candidate will study physical education. Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

50015.2g The program requires the study of physical education. Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students

50015.2h The program requires the study of connections across the curriculum. Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.

50015.3a The program requires the study of adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

50015.3b The program requires the study of development of critical thinking, problem solving and performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

50015.3c. The program requires the study of active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the elementary level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments

50015.3d. The program requires the study of communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom

50015.4 Assessment. The program requires the study of assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student

50015.5a The program requires the study of practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

### **Course Objectives**

- 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.**
- 2. Identify and describe the purpose and components of an individualized education plan (IEP) and the role and responsibility of each IEP team member.**
- 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.**
- 4. Apply constructs of the RTI model in case studies.**
- 5. Adapt assessments for students with special needs in the regular education classroom.**
- 6. Practice research-based strategies for students with diverse learning needs in the regular education classroom.**

### **UTTC Policies**

#### **1.Grading Scale**

<b>Grade</b>	<b>Percentage</b>
A	90-100%
B	80-89%
C	70-79%
D	60-69%
Failing	Below 60%

#### **Evaluation Criteria**

A course grade is earned based on the percentage of possible points and will follow the UTTC grading system.

The following is a breakdown of percentage points earned:

**50% Projects & Assignments      30% Course Participation      20% Tests/Quizzes**

## **Submissions of Assignments**

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

## **Objectives of the Course and How They Reflect Specific Components of North Dakota Teacher Standards and other Organizational Standards (Such as INTASC)**

### **North Dakota ESPB Teacher Standards Related to Course Objectives**

#### **50015.3 Instruction**

#### **3a. Integrating and Applying Knowledge for Instruction**

#### **Program Outcome 2**

#### **Applications of Pedagogy within Learning Environments:**

**To develop skills in teaching methodology that allow for establishment and maintenance of an environment conducive to the learning of all students**

**(Core Beliefs 2 and 3; Relatedness, Respect; INTASC Standards 1, 2, 3, 4, 5, 6 and 8)**

## **2.Communication**

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes. It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

## **3.Attendance Policy**

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

Every student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of their peers to obtain information concerning assignments, handouts, and any changes or announcements.

Student grades will be impacted by the frequency and quality of participation in class.

## **4.Summit Attendance**

All UTTC students participate in the United Tribes Technical College Tribal Leaders Summit & Trade Show in September at the Bismarck Event Center. Students are expected to be at the Summit from 1:00pm to 3:00pm on Tuesday and 9:00am to 3:00pm on Wednesday and Thursday. Transportation to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure.

At the conclusion of the Tribal Leaders Summit, the student is expected to write an essay on how the session presentation connected to the “Communities – Stronger Together” theme. Include the title of the sessions attended, the names of the presenters, a brief description of the content presented in each session, the presenter style, and how the sessions connected to the theme. Visiting the exhibit hall can be included as a session. The essay is considered an assignment for each one of the students’ courses and is recorded as either points or a letter grade. One reflection paper can be submitted for multiple courses.

## **5. Policy for Late Submission**

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student’s responsibility to contact one of his or her peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and are collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

## **6. Cell Phone**

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

## **7. Student Behavior**

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. 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.

## **8. Plagiarism and Academic Integrity**

Plagiarism is the term for taking credit for work that is 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 for you; and you cannot copy an assignment from a student who took the

same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: 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. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are 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.

## **9. Students with Disabilities**

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

**Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments**

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
<b>50015.3 Instruction</b> 3a. Integrating and Applying Knowledge for Instruction	Quizzes, tests, and assignments	Final project
<b>Program Outcome 2</b> Applications of Pedagogy within Learning Environments: To develop skills in teaching methodology that allow for establishment and maintenance of an environment conducive to the learning of all students	In class activities, observations, and interviews	

**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 practicums 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.

## Class Schedule

Date/Session	In Class Topic	Assignment/ Project
Week 1	The Foundation for Educating Students with Disabilities	Read Chapter 1 Case and Practice 1.1 Applications in Teaching Practice (Page 32)
Week 2	Special Education Procedures and Services	Read Chapter 2 Case in Practice 2.1 Applications in Teaching Practice (Page 66-67) Website devoted to parent and family organizations
Week 3	Summit	Reflection paper on the sessions attended at Summit
Week 4	Building Partnerships Through Collaboration	Read Chapter 3 Case Practice 3.1 Applications in Teaching Practice (Page 100-101)
Week 5	Assessing Student Needs	Read Chapter 4 Case Practice 4.1 Applications in Teaching Practice (Page 129) Article Summary
Week 6	Planning Instruction by Analyzing Classroom and Student Needs	Read Chapter 5 Case Practice 5.1 Applications in Teaching Practice (Page 171) Video Clip Reflection
Week 7	Students with Low-Incidence Disabilities	Read Chapter 6 Case Practice 6.1 Applications in Teaching Practice (Page 205) Website devoted to parent and family organizations
Week 8	Midterm	Classroom Observation Summary

Date/Session	In Class Topic	Assignment/ Project
Week 9	Students with High-Incidence Disabilities	Read Chapter 7 Case Practice 7.1 Applications in Teaching Practice (Page 234)
Week 10	Students with Special Needs Other Than Disabilities	Read Chapter 8 Case Practice 8.1 Applications in Teaching Practice (Page 270)
Week 11	Differentiating Instruction	Read Chapter 9 Case Practice 9.1 Applications in Teaching Practice (Page 309) Article Summary
Week 13	Strategies for Independent Learning	Read Chapter 10 Case Practice 10.1 Applications in Teaching Practice (Page 342) Video Clip Reflection
Week 12	Evaluating Student Learning	Read Chapter 11 Case Practice 11.1 Applications in Teaching Practice (Page 369)
Week 14	Responding to Student Behavior	Read Chapter 12 Case Practice 12.1 Applications in Teaching Practice (Page 406)
Week 15	Review/ Class Reflection	Self-Reflection Statement Classroom Observation Summary
Week 16	Finals Week	Presentations