



Department of Foundations and Social Advocacy

FSA 600 Inclusive Education Pedagogy

Spring 2014

Tues. 4:20 – 6:50 p.m. Rm. 225 Van Hoesen

Course Information

Professor: Maria Timberlake

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Office Hours: Tues. 1-4 p.m. & Thurs. 2-4 p.m. 1227 Cornish, and by appointment.

Required Texts

Valle, J. & Connor, D. (2011). *Rethinking disability: A disability studies approach to inclusive practices*. New York, NY: McGraw-Hill.

Kluth, P. & Danaher, S. (2010). *From Tutor Scripts to Talking Sticks 100 Ways to Differentiate Instruction in k-12 Classrooms*. Baltimore, MD: Paul H. Brookes Publishing.

Other Required Readings will be provided by the professor and posted on Blackboard

Course Description

FSA 600 serves an introduction to differentiated instruction and universal design. Course participants will practice different approaches to planning, developing questions, and modifying curriculum and instruction for elementary school students in inclusive classrooms. The course explores effective teaching methods for students with disabilities in the content areas of ELA, mathematics, science, and social studies. There will be an emphasis on the use of authentic, active and meaningful learning experiences as a way to help all learners make gains related to learning standards. A 15-hour field component is included in this course. Co-requisite: FSA 610. (3 cr. hr.)

Course Goals

1. Participants will explore what “inclusive education pedagogy” and “access to the general education curriculum” mean for all students, and analyze the implications of the definitions.
2. Participants will increase their repertoire of planning and teaching strategies, as well as integrate their own personal strengths and style into their planning.

Course Objectives

The learner will...

1. Become familiar with a variety of learning theories. [CEC Standard 1]

2. Explore the many ways that the design of classroom environments and activities can affect students' participation and learning. [CEC Standard 5]
3. Design classroom experiences that unite students' interests and talents, age-appropriate curriculum and individual student's goals and objectives. [CEC Standards 3, 7]
4. Build a repertoire of effective teaching techniques for a variety of subject areas. [CEC Standard 4]
5. Apply course-based knowledge in a real world classroom setting. [CEC Standards 4, 7]
6. Assess which learning paradigms are most compatible with your personal approach to teaching at this point in time. [CEC Standard 9]

Class Attendance and Active Participation

Regular class attendance is expected and your class participation is part of your course grade. Life can be complicated (!) and I understand you may need to miss a class but if you have excessive absences or tardiness, your final grade will be lowered according to university policy. Extenuating circumstances should be discussed with the professor, see SUNY Cortland College Handbook Sec 410.12 for more information.

My expectations for graduate students include:

- Be on time for class,
- Maintain confidentiality of student information during sessions of FSA 600 and during your field experience.
- Step out in the hall to make and receive calls and texts,
- Be prepared for class by having completed the readings and have ideas to contribute.
- Participate in group discussions and activities
- Ask questions and make comments that demonstrate reflection & critical thinking
- Demonstrate focused listening to whomever is speaking, (rather than talking, texting or working on other assignments)

SUNY Cortland Policies

Statement on Academic Integrity

"The college is an academic community that values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards." (SUNY Cortland College Handbook, Chapter 340. For more information on academic integrity and academic dishonesty, you may refer to the College Handbook, the College Catalog and the Code of Student Conduct and Related Policies.

Plagerism can be unintentional as well as deliberate. Using the ideas of others without giving them credit is plagiarism – even if you do not copy verbatim. Plagiarism (unconscious or deliberate) is against the academic and ethical standards of the college. You must cite the work of others properly! Do not copy ANYTHING verbatim without using proper quotes from others' work. If you find yourself questioning whether there is a need to cite a source, cite it and then ask so you can learn more about academic writing. You are also responsible for protecting your own work. Collaboration is encouraged; however, allowing others to copy your work or failing to put ideas generated collaboratively into your own words to express individual thoughts and beliefs is not acceptable.

Disability Supports and Services

SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Student Disability Services Office located in B-1, Van Hoesen Hall or call 753-2066.

Even if the above does not apply to you, please let me know if you have problems hearing, seeing, or otherwise participating in the class.

Assignments and Grading:

1. ***Class participation*** **(20 points)**
 - a. Participation is evaluated by your contributions in small group activities, large group responses, overall professionalism, and written response to readings.

2. ***Community builder*** **(15 pts.)**
 - a. Facilitation (5 pts.) Form a group of three and sign up for your week at the end of class on the first night.
 - b. Participation (5 pts.) How do you participate in activities facilitated by others?
 - c. Log (5 pts.) Please keep a log of each of the community builders. Write a short reaction to the activity and how you could use as is or modify for students. Evaluate your own activity.

3. ***Inclusive Education Paper*** **(20 pts)**
 - a. **Part 1** Craft a reflective and detailed 3-5 pg. double-spaced, APA formatted paper about how you've come to understand "inclusive education" What has shaped your thinking? What is "pedagogy"? How would you define and/or measure "inclusion"? What makes something "inclusive"? Due electronically via Blackboard by 4:20 p.m. No late submissions accepted. **DUE Week 2 (2/04/14) (10 pts.)**

 - b. **Part 2** Revise and re-submit based on course content and with response to Maria's comments **Week 6 (3/04/14) (10 pts.)**

4. ***Field Experience Journal*** **(10 pts.)**

- a. You will be expected to keep a journal of your field experiences as related to this course.
- b. Electronic Excerpts due Weeks 5 (2/25), 8 (3/25), and 12 (4/22)

5. Mid-semester Progress check (15 pts.)

In- class quiz/assignment Week 7 (3/18/14)

6. Specialized Strategy (40 pts.)

The purpose of this assignment is to compile a toolbox of specialized strategies. It is critical to be skilled in differentiation and universal design, but it is also important for special educators to be prepared to serve as a resource on specialized techniques when necessary. The assignment has three parts: (1) choose either a research-based strategy, or a particular disability area in which you'd like to develop additional expertise; (2) compile information regarding the strategy or condition, (3) share with the class. At the end of the semester, we'll all have a toolbox of specialized information. Template will be provided.

- a. Choice of topic due by Week 2 (2/04/14)
- b. Paper Due Week 7 (3/18/14)
- c. Presentations during March-April

7. IEP Goals Assignment: (20 pts.)

Once you have gotten to know a student (strengths, needs, IEP's, classroom environments and curriculum), you will develop a plan to successfully and positively integrate a student's IEP goals within content area classroom instruction. Your plans may take different formats, but they should be a product you could share with the IEP team to help the family and the general educator(s) to see how the student's objectives could be addressed during content area instruction in the general education classroom *You can incorporate your Student Learner Characteristics paper from FSA 610. DUE Week 12 (4/22/14)*

8. Universally Designed Unit with 3 lesson plans (50 pts.)

The course readings, class activities, and prior assignments were designed to build your knowledge and skill base, and this assignment is where you integrate what you've learned. You will select a topic of interest to you and that is relevant to the children in your field placement. You'll choose content areas that can be interconnected and develop a selection of universally designed lesson plans. These lesson plans will address the learning needs of a variety of students including those with significant disabilities, a variety of learning styles, ESOL learners, and advanced learners, and the student you considered in your 610 paper and your IEP assignment. A lesson plan format will be provided for this assignment.

1st DRAFT DUE WEEK 9 (4/01/14), *10 pts will be automatically deducted from late submissions. Group and individual feedback will be provided.

FINAL DRAFT DUE WEEK 13 (4/29/14) *10 pts will be automatically deducted from late submissions.

9. Lesson Plan Delivery & Evaluation (10 pts.)

Choose one of your UD plans, teach it in your host classroom, and reflect on the effectiveness. **DUE by WEEK 14 (5/06/14)**

Evaluation of Student Performance

Students are expected to be active participants in all aspects of the course and will be evaluated on their participation and completion of all course requirements.

| Percentage (Grade Points) | Letter Grade | Description |
|--|---------------------|--|
| 98-100% (195-200 Points) 94-97% (187-194 Points) 90-93% (180-186 Points) | A+ A A- | Target Performance |
| 88-89% (174-179 Points) 84-87% (167-173 Points) 80-83% (160-166 Points) | B+ B B- | Acceptable Performance |
| 78-79% (155-158 Points) 74-77% (147-154 Points) 70-73% (140-146 Points) | C+ C C- | Moderately Acceptable Performance |
| 68-69% (136-139 Points) 65-67% (130-135 Points) | D+ D | Minimally Acceptable Performance |
| Below 65% (Below 130 Points) | E | Unacceptable Performance Course Failure |

COURSE SCHEDULE



The syllabus is subject to revision based upon class strengths and needs, weather contingencies, topics that may emerge in your field placements...etc. **The assignments will remain the same, but we'll supplement the content outlined here with readings based on student interests and the need for specialized topics.** Any changes to the schedule will be announced in class and/ or via email/Blackboard

1/28/14 Week 1

Introductions & Course overview (the journey)

Final rubrics and lesson plan template (the destination)

Valle & Connor ch. 1 (Why I think you should read it backwards)

Presentation by Ms. Sidebottom from the Field Experience and School Partnership office

For next week:

Read Valle & Connor ch. 1 Bring written response to questions 8 & 10. Bring Kluth & Danaher book to class

Inclusive Ed reflection due

2/04/14 Week 2

Inclusive education pedagogy; special education & DSE compatible or opposites?

IDEA & access to the general ed curriculum

Dissecting Kluth & Danaher – “what’s in this book & how can it help me?” activity

Choice of specialized topic due by end of class

For next week:

Read Valle & Connor ch. 2 & 3; Bring your written response to ch 2 questions 4,5,9 and 10.

2/11/14 Week 3

1st community builder facilitation

Hi (dyslexia, dysgraphia) & Lo (ID) incidence disabilities, considerations for social, physical & curricular planning

Kluth & Danaher Literacy 61-70 & Math 71-80

For next week:

Read Valle & Connor ch. 4

Find a lesson plan that you’ve developed or that the teacher in your field placement has recently used

***2/18/14 Week 4**

Online discussion and assignments – re vamping a lesson with UD

Principles of UD Read ch. 1 Teaching Every Student in the Digital Age

<http://www.cast.org/teachingeverystudent/ideas/tes/>

Scan ch 2 & 3 – read any sections that interest you.

Register for a bookbuilder account <http://bookbuilder.cast.org/>

Respond to group questions in BB discussion area

For next week: Read Read Valle & Connor ch.5

2/25/14 Week 5

2nd community builder facilitation

1st field placement journal excerpt due

For next week:

Read ch 4 Teaching Every Student in the Digital Age

<http://www.cast.org/teachingeverystudent/ideas/tes/>

FSA 600 Spring 2014

3/04/14 Week 6

3rd community builder facilitation

Revised Inclusive Ed reflection due

For next time: Read Read Valle & Connor ch 6

3/11/14 SUNY Cortland break

3/18/14 Week 7

4th Community builder facilitation

Mid-point progress check

Specialized Topic paper due

Specialized topic presentations 1-4

For next week:

Read Valle & Connor ch 8

3/25/14 Week 8

5th community builder facilitation

2nd field placement journal entry due

Specialized topic presentations 5-8

Models for co teaching

How general educators and special educators can work together to plan and deliver curriculum instruction and assessment.

For next week:

Read Valle & Connor ch 7

4/01/14 Week 9

6th community builder facilitation

1st draft of UD final project due

Specialized topic presentations 9-12

For next week:

Valle & Connor ch 9 & TES ch 5

Review Kluth & Danaher strategies 11-20 & 41-50

4/08/14 Week 10

7th community builder facilitation

Specialized topic presentations 13-16

UD work session, individual and group feedback

For next week:

Read: Allen, R.H. (2002). *The Art of Effective Directions. Impact Teaching* ch 5, p112-132. Boston: Allyn & Bacon

4/15/14 Week 11

8th community builder facilitation

3rd field placement journal excerpt due

Specialized topic presentations 17-20

For next week: TBA

4/22/15 Week 12

9th community builder facilitation
Specialized topic presentations 21-25
IEP goal s assignment due

For next week: No assigned reading, work on UD project

4/29/14 Week 13

10th community builder facilitation
Final UD lessons project due
Specialized topic presentations 26-29

5/06/14 Week 14

Field placement journal & Log due
Community builder log due
Lesson implementation report due
Celebrate our success!
Wrap up & Course evaluations