



Department of Foundations and Social Advocacy
FSA 600 Inclusive Education Pedagogy
Spring 2015

Course Information

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Class meets Tues. 4:20 – 6:50 p.m.

Office Hours: My office hours are Tues. & Thurs 2-4 p.m. 1227 Cornish and I'm available Mon evenings at 6:45 p.m. in V-H at the conclusion FSA 620. Although you are welcome to drop by during office hours, email me if you would like to set up an appointment at a more convenient time.

Required Reading

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.

Valle, J. & Connor, D. (2011). Selecting approaches and tools of inclusive teaching. *Rethinking disability: A disability studies approach to inclusive practices*. New York, NY: McGraw-Hill. pp 75-105.

Other Required Readings will be posted on BB.

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 Goal

At the conclusion of FSA 600 you will have increased your repertoire of planning and teaching strategies, and will be able to provide access to the general education curriculum for **all** students.

Course Objectives

Participants 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 Stand. 3, 7]
4. Build a repertoire of effective teaching techniques for a variety of subject areas. [CEC Standard 4]
5. Apply course 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]

Course Policies

Attendance

Regular class attendance and participation is expected. 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. Please discuss any extenuating circumstances with me, and for more information, see SUNY Cortland College Handbook Sec 410.12. If you miss a class, please obtain the material you missed from classmates before contacting me. I will then build on and clarify what you gather from your peers. For example, **Don't say:** "I wasn't here last week, what did I miss?"

Try: "I understand we did ___ and ___ and I have the notes. Could you explain a little more to me about ___."

My expectations for graduate students include:

- Offer questions and comments that demonstrate reflection & critical thinking
- Demonstrate focused listening to whomever is speaking, (rather than talking, texting or working on other things)
- Maintain confidentiality of student information during sessions of FSA 600 and during your field experience.
- Realize that teaching is a set of skills that improve with practice. Try out the planning and teaching strategies in class – and supports others as they practice too.

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 any difficulty accessing class instruction or participating in the course content.

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.

Everything you submit in an assignment should be your own work, and not material you have taken in large part from another source. Plagiarism is often unintentional. Using the ideas of others without giving them credit is plagiarism – even if you do not copy verbatim. If you owe a debt to a specific author, whether or not you quote that person exactly, add a citation. In general, when using quotation, quote only small passages that make a point particularly well, and make sure that you understand the rules for punctuating quotations. If in doubt, don't do it (or ask)!

Assignments and Grading:

1. ***Class participation*** **(15 pts)**
 - a. Participation is evaluated by your contributions in small group activities, large group responses, overall professionalism, and written responses on BB. I use many different teaching strategies including lecture, discussion, small and large group activities, individual reflection, practice and demonstration. For these reasons, attendance and participation are extremely important.
 - b. Community builder facilitation: We'll randomly draw partners the first day of class. When you facilitate your activity, please provide the class with directions for the activity and how you could modify it to include students with very different social, sensory, academic and communicative characteristics.

2. ***Introduction to the Professional Literature*** **(P/F)**

Choose a "best practice" article that pertains to students with disabilities from one of the prominent journals in the field. Prepare a well-written summary of the article that will help you and your colleagues. Include the purpose or premise of the article and the recommendations. Details will be posted on blackboard and reviewed in class. **Due 2/24/15**

- This assignment is **Pass/Fail**, the only grades possible are pass 10 pts. or fail 0 pts.

3. ***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.

The assignment has three parts:

- a. choose a research-based strategy or intervention in which you'd like to develop additional expertise;

- b. compile information regarding the strategy,
- c. teach the information to your peers.

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 the end of class on 2/03/15
- b. Paper Due 3/10/15 (20 pts)
- c. Teaching presentations on 3/10, 3/24, 4/07, 4/21, 4/28 (20 pts)

The presentations are spread across multiple evenings and scheduled as part of a class session while I teach for part of the class too. Dates will be chosen the 1st night of class.

4. *Co-plan a Universally Designed Unit with 3 lesson plans* (25 pts.)

Special educators are increasingly in positions where they co-teach in general education classrooms. ***Co-planning is essential*** and can be even more important than the actual delivery of instruction for insuring high quality access to the general education curriculum for all students. **Therefore, this is a joint project, you and your partner share the responsibility and the grade.**

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'll choose a content area 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. The FSA department lesson plan format will be provided -this is the lesson plan format required in the internship (FSA 690) so this assignment will help you become even more proficient in designing standards-based instruction for all learners.

1st DRAFT due (4/07/15), *10 pts will be automatically deducted if submitted late. Group and individual feedback will be provided.

FINAL DRAFT due (5/05/15)

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

Keep a journal of your field experiences as related to this course.
Electronic Excerpts via BB due (3/03, 3/24, 4/07 and 4/28)

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.

<i>Grade Points</i>	<i>Letter Grade</i>	<i>Description</i>
99-100 94-98 90-93	A+ A A-	Superior Great Performance
88-89 84-87 80-83	B+ B B-	Good Acceptable Performance
78-79 74-77 70-73	C+ C C-	Barely Acceptable Performance (you can do better)
68-69 65-67	D+ D	Minimally Acceptable Performance (not really)
Below 65% (Below 130 Points)	E	Unacceptable Performance Course Failure

Anticipated Course Schedule

1/27/15 Week 1

Joint class with FSA 610 Introductions & Course overview

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

For next week:

Read Benedict, A., Brownell, M., Park, Y., Bettini, E.A. & Lauterbach, A.A. (2014).

Taking charge of your professional learning Tips for cultivating special educator expertise.

Teaching Exceptional Children, 46 6, 147-157 (BB)

2/03/15 Week 2

IDEA & access to the general ed curriculum, overview of cognitive & instructional philosophies, special education & DSE

Special educators' primary responsibilities

Choice of specialized topic due by end of class

For next week: Read Valle & Connor ch. 3 & 4. Bring a written response on an index card to one of the chapter 4 questions.

2/10/15 Week 3

1st community builder facilitation

Perspectives on pedagogy; Bloom, Ayres et al, Courtade et al., Browder, Fuchs...

CCSS, Lesson planning templates and sequences, COACH

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

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

***2/17/15 Week 4**

Online discussion

For next week: Read Giangreco, M. (2011). Educating Students with Severe Disabilities: Foundational concepts and practices in Snell, M. & Brown, F. (Eds) Instruction of students with severe disabilities. 7th ed.

2/24/14 Week 5

2nd community builder facilitation

Access to academic curriculum for students with low incidence disabilities, considerations for social, physical & curricular planning

For next week: Read Valle & Connor ch 6

3/03/15 Week 6

3rd community builder facilitation

Instruction for students with hi incidence disabilities in the classroom (i.e. learning disabilities, adhd)

Strategies you’ve gathered from the professional literature

1st field placement journal excerpt due: observation and analysis of the physical environment.

For next week: Finalize your specialized topic paper for submission.

3/10/15 Week 7

4th Community builder facilitation

Specialized Topic paper due

Teaching presentations 1-4

6:00– 7:00 Field placement topics

For next week: Kluth ch 10 *Inclusive pedagogy: Planning lessons in diverse classrooms* 183-214

3/17/14 SUNY Cortland break

3/24/14 Week 8

5th community builder facilitation

2nd field placement journal entry due: observation and analysis of the instructional strategies being used.

Specialized topic presentations 5-8

Models for co teaching

For next week: Begin outline of your UD unit

3/31/14 Week 9 Joint class with FSA 610
6th community builder facilitation
Intersection of IEP writing, unit planning and assessment
For next week: 1st draft of UD final project due

4/07/14 Week 10
7th community builder facilitation
Specialized topic presentations 9-12
IEP goals in-class assignment. develop a plan to successfully and positively integrate the 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
For next week: Snell & Brown Selected teaching strategies and arranging educational Environments Ch 4 pp 122-184. (read 1st ½)

4/14/14 Week 11 [online class session]
3rd field placement journal excerpt: observation and analysis of the school and classroom climate and community.
For next week: (Snell & Brown pt.2)

4/21/15 Week 12
8th community builder facilitation
Specialized topic presentations 10-13
Peer feedback on unit plans, stretching to reach more learners.

4/28/14 Week 13
9th community builder facilitation
Specialized topic presentations 14-18
For next week: Read Read: Allen, R.H. (2002). The Art of Effective Directions. *Impact Teaching* ch 5, p112-132. Boston: Allyn & Bacon

5/05/14 Week 14 Joint class with FSA 610
Compiling the specialized toolbox
Self-assessment – return to Brownwell et al *What Effective Special Educators Should Know and Do*
Final UD lessons project due
Course evaluations

The syllabus is subject to revision based upon class strengths and needs, weather contingencies, topics that may emerge in your field placements...etc.

Any changes to the schedule will be announced in class and via email/Blackboard.