



Department of Foundations and Social Advocacy

## FSA 210 Principles of Inclusive Education and FSA 211 Field Placement

Fall 2014

### Course information

Name of Instructor: Maria Timberlake, PhD

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Office Hours: Tues & Thurs. 2:30- 3:30 p.m., and Wed. 4- 6 p.m.

Virtual office hour via BB Collaborate Monday 11-noon, other times by appointment.

Class sessions:

**Sec 601** Tues. & Thurs. 11:40 – 12:55 Van Hoesen Hall room B0216

**Sec 602** Tues & Thurs. 1:15 – 2:30 Van Hoesen Hall room B0216

**25 hour field component** required for both sections at a Cortland, NY elementary school.

### REQUIRED MATERIALS

#### Required Texts:

Gargiulo, R.M. & Metcalf, D. (2013) *Teaching in Today's Inclusive Classrooms, 2nd Ed.* Upper Saddle River, NJ: Prentice Hall.

#### Other Required Readings:

Additional required readings will be available on Blackboard.

### COURSE DESCRIPTION

(from the SUNY Cortland undergraduate course catalog)

<http://www2.cortland.edu/academics/catalogs.dot>

Current best practices for inclusive education will be examined and students develop an understanding of their own philosophy of inclusive education. Taken with 25-hour field experience FSA 211. Prerequisites: FSA 101 and 103 which may be taken concurrently.

### COURSE GOALS & OBJECTIVES

**Goal 1.** As a participant in FSA 210/211 you will understand the evolution of inclusion as a social and educational philosophy.

Over the course of the semester you will:

- 1.1 Trace key advocates, theorists, pieces of research, and court decisions in the inclusive education and disability studies movements,

- 1.2 define able-ism and identify examples in popular media, your field experience, and your personal experiences and observations.
- 1.3 reflect on your prior experiences with schooling and the visibility (or not) of disability
- 1.4 articulate a strengths-based presumption of competence when referring to children with disabilities in class discussions and written work.
- 1.5 Refine, design and share your current philosophy of inclusive education

*Goal 1 addresses the following standards: CF 3, 7, 8, 9, 11; CEC 1, 3, 9, 10; ACEI 3.2, 3.3, 5.1, 5.2; ; EBP 4.*

**Goal 2.** As a participant in FSA 210/211 you will understand the outside influences that shape inclusive planning and teaching.

Over the course of the semester you will:

- 2.1 identify the requirements of IDEA that impact teachers' daily practice,
- 2.2 observe, reflect on, and share how teachers and children in your field placement experience curriculum, instruction and assessment
- 2.3 review and critically reflect on the ways educational and social policies, laws and bureaucratic systems impact children (i.e., special education procedures, school rules, curriculum, state assessments, disability labeling)

*Goal 2 addresses the following standards: CF 9; 11 CEC 1, 9; ACEI 5.1.*

**Goal 3.** As a participant in FSA 210/211 you will experiment with options for inclusive planning and teaching

Over the course of the semester you will:

- 3.1 explore ways to build community, gather information about student strengths and needs, and create a positive climate for learning,
- 3.2 learn where to look for curriculum and what is currently nonnegotiable and what is up to teacher choice (Common Core standards, Engage NY, state assessment system)
- 3.3 understand and apply the principles of universal design to curriculum and instruction.
- 3.4 explain and demonstrate options for supporting children with behavioral, communication, cognitive, and sensory issues.

*Goal 3 addresses the following standards: CF 4, 5, 6, 7, 12; CEC 3, 5, 7, 8, 9, 10 ; ACEI 3.2, 3.4, 3.5, 5.1, 5.2; EBP 3, 4.*

## EXPECTATIONS

I expect you to be an active participant in all aspects of FSA 210/211. In addition to learning how to create inclusive classrooms for children, we'll be creating an inclusive FSA 210 community together. Think about your learning style and comfort level in a group - monitor your participation in class discussions and group work, find ways to contribute, support the contributions of others, and let me know what helps you learn. Use that awareness of your strengths and style to get the most out of the course.

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. Please come to class prepared to thoughtfully discuss each week's readings in depth. I'll check attendance at the beginning of each class and your final grade will be calculated according to university policy if you have excessive absences and/or tardiness. Please let me know ahead of time if you need to miss a class and take responsibility for obtaining notes and information from a classmate.

## EVALUATION AND ASSIGNMENTS

Grades are based on your attendance and participation in the College and the field placement classrooms, and the completion of all course requirements.

You will be most successful in this course if you do the following things:

- Arrive to class and to your field placement on time.
- Arrive to class having actively read the assigned material and completed all assignments.
- Bring the Gargiulo & Metcalf text to class, the text is a resource that we will actively read, discuss, analyze, critique and apply in individual and group activities. Use the print or e version, whichever you prefer as long as it's accessible to you in class.
- Communicate with your professor right away if you have any questions or issues with the class requirements.
- Stretch yourself by critically thinking about the ideas we read and discuss.
- Realize that every great teacher has taught a lesson that was a colossal failure! Try out the planning and teaching strategies in class – and be supportive of your classmates as they practice too.

## Assignments

### ***Assignment 1 Inclusive Lesson Plan Template***

**(60 pts.)**

Pre-1<sup>st</sup> draft (!) due in class Oct 30 (10 pts.)

1<sup>st</sup> draft due Nov 13 (20 pts.)

Final draft due Dec 4 (30 pts.)

Details are posted on blackboard and will be reviewed in class.

**Assignment 2      Specialized Toolbox      (30 pts.)**

Each member of the class researches a specialized topic or intervention related to supporting students with a range of abilities and disabilities in elementary classrooms. The topics are compiled into a resource for your future reference. Due 11/04/14

**Assignment 3      Introduction to the Professional Literature      (20 pts.)**

Choose a research or “best practice” article that pertains to students with disabilities from one of the prominent journals in the field. Prepare a well-written response to the article, including the purpose or premise of the article and the recommendations. Details will be posted on blackboard and reviewed in class. Due 10/07/14

**Assignment 4      Inclusive Education Teaching Philosophy      (20 pts.)**

Refine your understanding of inclusion and your ability to respond to questions and concerns from others about what inclusion means and how it works. Details will be provided in class. Due 12/02/14

**Assignment 5      Community Builder      (5 pts.)**

Details provided on the first day of class.

**Recall & Comprehension      (50 pts.)**

Two short quizzes (10), a mid-term (15) and a final (15) will be given based on the course readings and discussions to ensure that students become familiar with the vocabulary and concepts presented.

**Attendance, preparation, and participation      (15 pts.)**

**Grades - FSA210**

Assignments must be submitted on the specified due dates.

Final grades will be based upon total points accumulated.

Final grades will be assigned as follows:

A+ 194 – 200	A 193 – 188	A- 187 – 180
B+ 179 – 173	B 172 - 167	B- 166 – 160
C+ 159 – 154	C 153 - 148	C- 147 – 140
D+ 139 – 134	D 133 - 128	D- 127 -120
Failure 119 and below		

**GRADES FSA 211**

**Host teacher feedback      (30 pts.)**

Mid –semester (15pts.) End of semester (15 pts.)

Your host teacher will be asked to evaluate your fieldwork. Criteria for evaluation will be discussed in class.

**Field Placement journal****(70 pts. )**

The purpose of the journal is to record and reflect on what you're experiencing at your field placement in order to deepen your thinking and integrate what you learn in class with what you see in the field. Writing creates a space for sustained thought about a subject or question and allows you to explain and articulate your thinking.

You may keep a hand-written or electronic journal, grade points are based on length and depth of reflection, comprehensiveness of recording, analyzing and evidence of learning.

**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. Plagiarism is against the academic and ethical standards of the college. You are expected to properly cite the work of others. Do not copy quotes verbatim without using proper quotes and if you are questioning whether there is a need to cite a source, cite it or ask the professor. You are also responsible for protecting your own work.

For more information on academic integrity and academic dishonesty, please refer to the College Handbook, the College Catalog and the Code of Student Conduct and Related Policies, or ask your instructor [http://www.cortland.edu/handbook/hb08\\_10/part3.html#Anchor-CHAPTER-55306](http://www.cortland.edu/handbook/hb08_10/part3.html#Anchor-CHAPTER-55306)

**Teacher Education Candidacy**


If during your enrollment at SUNY Cortland you are convicted of a crime and/or have any judicial or academic integrity violations, you must notify your School's associate dean at once. Failure to do so may result in your dismissal from the teacher education program. Failure to provide truthful information may result in your dismissal from the teacher education program and may result in academic dishonesty charges (Source: SUNY Cortland Teacher Education application).

**ACCOMMODATIONS**

Individuals with disabilities that necessitate instructional, curricular, or test accommodations are responsible for making such needs known to the course instructors as early as possible. Every possible effort will be made to accommodate students in an expedient and confidential manner. The Office of Student Disability Services is located in B-1 Van Hoesen Hall (607-753-2066).  
<http://www2.cortland.edu/offices/student-development-center/disability-services/index.dot>

## COURSE SCHEDULE

<b>Dates</b>	<b>Topics &amp; Activities</b>	<b>Preparation</b>
<b>Week 1</b> Tues 8/26	Introductions; Course Overview; Course expectations, What is <i>Inclusive Ed</i> ?	Fingerprinting as required for teacher candidates; Make sure you can access content on Blackboard (BB)
Th 8/28	Field placement orientation at Parker & Barry Schools	11:50 – 12:40 1:25 – 2:15
<b>Week 2</b> Tues 9/2	Overview of special education	Ch 1 <b>Inclusive ed philosophy “pre-test” due</b>
Thurs 9/4	IDEA	Ch 3 Gargiulo & Metcalf <i>CB1</i>
<b>Week 3</b> Tues 9/9	Learning theory- Blooms, MI	Ch 2 Gargiulo & Metcalf <b>Choice of specialized topic for Assignment 2 due</b> <i>CB2</i>
Th 9/11	Finding high quality sources for research and evidence-based interventions	Library search Guest- Lisa Czirr
<b>Week 4</b> Tues 9/16	The special education paradox, disability studies, inclusion & ableism	Hehir (2005) Defining ableism in education <i>CB3</i>
Th 9/18	UDL background	Ch 2 Gargiulo & Metcalf
<b>Week 5</b> Tues 9/23	Using UDL to plan for all kids UDL vocabulary	<b>Article choice for assignment 3 due</b> <a href="http://www.cast.org/tes">www.cast.org/tes</a> -search
Th 9/25	Field placement check-ins CCSS, Engage NY	<b>Field placement journal check</b> <i>CB4</i>
<b>Week 6</b> Tues 9/30	High & Low Incidence Disabilities Quiz #1	Ch 4 & 5 Gargiulo & Metcalf
Th 10/2		<i>CB5</i>
<b>Week 7</b> Tues 10/7	TBD Review ch 1-5, UDL, CAST & ableism; group sharing of research reviews	<b>Assignment 3 Research Review due</b>
Th 10/9	Mid –term- during class session	

<b>Week 8</b> Tues 10/14	Supporting students with challenging behavior	Ch 11 Gargiulo & Metcalf <b>Field placement journal check</b> CB6
Th 10/16		
<b>Week 9</b> Tues 10/21	<b>NO CLASS FALL BREAK</b>	
Th 10/23	Curriculum & instruction Starting your pre-1 <sup>st</sup> draft	Ch 8 & 10 Gargiulo & Metcalf CB7
<b>Week 10</b> Tues 10/28	Instructional strategies	
Th 10/30	Quiz #2 Field placement check-in	<b>Pre-1<sup>st</sup> draft lesson plan due</b> CB8
<b>Week 11</b> Tues 11/4	Specialized Toolbox Presentations 1-6	<b>Field placement journal check</b> <b>Assignment 2 Specialized Topic Paper due</b>
Th 11/6	7-12	
<b>Week 12</b> Tues 11/11	13-18	
Th 11/13	19-23	<b>1<sup>st</sup> draft lesson plan due (assignment 1)</b>
<b>Week 13</b> Tues 11/18	Individual & group lesson plan feedback	
Th 11/20	Content area academics	In class jigsaw ch 13 & 14 (literacy & math) <b>Field placement journal check</b>
<b>Week 14</b> Tues 11/25	Refining your inclusive philosophy assignment 4	BB discussion & post
Th 11/27	<b>THANKSGIVING</b>	<b>NO CLASS</b>
<b>Week 15</b> Tues 12/2	Sharing lesson plan ideas	<b>Assignment 4 due</b>
Th 12/4	Closing, re-visiting inclusive ed definitions & philosophy	<b>Final version inclusive lesson plan due (Assignment 1)</b>  <b>Take-home final due by noon Dec 8</b>  

*\* This anticipated course sequence is subject to minor revision based upon class strengths and needs, field placement issues, weather contingencies, etc. The assignments will remain the same, but I'll supplement or edit the content as needed. All changes will be discussed in class and posted on Blackboard.*