



Planning for the Inclusive Classroom: Developing Successful Frameworks Site-based Participant Syllabus

Course Description

This course provides K-12 general, special, and paraprofessional educators with concepts and strategies to promote the successful social and academic integration of children with disabilities, and those students at-risk for school failures, in the general education classroom. Participants will explore the benefits of collaborating with colleagues to design and implement effective instruction. A brief history of special education and the federal policies related to the general education teacher and a student's least restrictive environment will be reviewed.

Course Prerequisites

This course is recommended for all K-12 educators. Participants must hold a baccalaureate degree. No prerequisites are required for this course.

Textbooks/Supplemental Reading

Selected research articles, research summaries, Web resources, and topical articles drawn from educational literature are integrated into the course. No textbook is required for this course.

Global Course Outcomes

Upon completion of this course, the learner will be able to:

1. Evaluate course-related research, literature, content, and strategies and formulate connections and applications to teacher practice.
2. Develop learning experiences that foster an appreciation for diversity and build an inclusive community of learners.
3. Design an effective learning environment that incorporates essential best practices for the inclusive classroom.
4. Develop standards-based lessons that are universally designed to meet the needs of all learners in the inclusive classroom.
5. Design a co-teaching standards-based lesson of shared responsibility for instruction and learning.
6. Develop a plan of support and intervention for learners with disorders, disabilities, and academic/behavioral areas of need.

Instructional Objectives

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

Module 1: An Inclusive Community of Learners

- 1.1 Investigate one's own unique strengths and challenges.
- 1.2 Explore ways to create an appreciation for diversity in the classroom.
- 1.3 Develop learning experiences that build an inclusive community of learners.
- 1.4 Analyze one's own perceptions of inclusion.
- 1.5 Discuss the compelling whys for inclusion.

Module 2: Inclusion Frameworks

- 2.1 Examine the Least Restrictive Environment Placement Continuum and the legislation that frame inclusion.
- 2.2 Compare and contrast Individualized Education Programs (IEPs) and 504 Plans.
- 2.3 Make connections between inclusion and Response to Intervention (RTI).
- 2.4 Analyze the characteristics and positive impact of inclusion.
- 2.5 Frame the essential components of an effective inclusive classroom.

Module 3: The Learning Environment

- 3.1 Evaluate and improve the learning environment to ensure an accessible and effective classroom.
- 3.2 Evaluate and establish behavioral guidelines, social guidelines, and classroom procedures to structure learning for all students.
- 3.3 Incorporate learning environment accommodations and modifications to support the exceptional learners in the classroom.
- 3.4 Collaboratively develop a presentation that communicates the characteristics, challenges, and strategies of at-risk and exceptional learners in the inclusive classroom.

Module 4: Universal Design

- 4.1 Write standards-based learning targets at multiple levels of thinking.
- 4.2 Select assessments that measure outcomes at diverse levels of mastery.
- 4.3 Investigate the principles and practices of Universal Design for Learning.
- 4.4 Explore best practices for multiple means of representation and make applications to the inclusive classroom.
- 4.5 Explore best practices for multiple means of action and expression and make applications to the inclusive classroom.
- 4.6 Explore best practices for multiple means of engagement and make applications to the inclusive classroom.

Module 5: Co-Teaching Partnerships

- 5.1 Analyze the opportunities and obstacles of co-teaching.
- 5.2 Investigate and define the stages of co-teaching.
- 5.3 Evaluate and discuss a blueprint to establish successful co-teaching relationships.

- 5.4 Analyze and discuss a blueprint to establish the logistics, roles, and responsibilities of effective co-teaching.

Module 6: Co-Teaching Instruction

- 6.1 Practice effective communication skills to address co-teaching issues.
- 6.2 Investigate various co-teaching models and analyze the pros and cons of each.
- 6.3 Analyze a lesson and identify appropriate co-teaching models and roles that demonstrate a shared responsibility for instruction.
- 6.4 Explore progress monitoring tools that can be utilized to guide instruction and learning.

Module 7: Behavior and Attention Disorders

- 7.1 Investigate the characteristics, symptoms, and strategies for students with Autism Spectrum Disorders.
- 7.2 Investigate the characteristics, symptoms, and strategies for students with Attention Deficit and Hyperactivity Disorders.
- 7.3 Investigate the characteristics, symptoms, and strategies for students with executive function deficits.
- 7.4 Develop support and intervention plans for learners with behavior and attention disorders.

Module 8: Learning Disabilities and Academic Challenges

- 8.1 Investigate the symptoms, challenges, and strategies for students with learning disabilities.
- 8.2 Investigate the strategies for developing numeracy skills across the curriculum.
- 8.3 Investigate the framework, challenges, and strategies for ELL language acquisition and literacy.
- 8.4 Develop support and intervention plans for students with learning disabilities and academic challenges.

Module 9: Managing Student Behaviors

- 9.1 Assess the functions of student behavior.
- 9.2 Analyze the acting-out cycle and how behavior manifests in each phase.
- 9.3 Analyze the antecedent, behavior, and consequence of student behavior.
- 9.4 Discuss cultural influences on behavior.
- 9.5 Plan behavioral interventions using appropriate differential reinforcement methods.

Module 10: The Underachievers

- 10.1 Analyze the behaviors and functions of the four developmental stages of the underachiever.
- 10.2 Investigate strategies and interventions for underachievers based on the student's developmental needs.
- 10.3 Evaluate the concepts of developing successful frameworks for inclusion.

Topics Agenda

Module 1: An Inclusive Community of Learners

Examine the course overview—do a community building activity and conduct participant introductions—view a video clip regarding appreciation of diverse individuals—share and demonstrate activities that foster an appreciation for diversity and build an inclusive community of learners—discuss perceptions of inclusion (positives and negatives)—view a video clip regarding the benefits of inclusion and identify the compelling whys—reflect and apply content learned—examine the assessments overview—assign correlating assessments

Module 2: Inclusion Frameworks

Conduct an expert jigsaw which involves reading, developing visual products, planning a presentation, and leading a discussion on: the legislation and the Least Restrictive Environment placement continuum, comparing and contrasting IEPs and 504 plans, and making connections between inclusion and Response to Intervention (RTI)—discuss and define what inclusion is and is not—develop summary titles to address the positive impact of inclusion—examine the essential components of the inclusive classroom—create component icons—reflect and apply content learned

Module 3: The Learning Environment

Analyze the good and bad elements of classroom environments—identify the components of an effective learning environment—self-assess one's own classroom learning environment—evaluate the physical arrangement of classrooms—develop arrangements with purpose—analyze the classroom climate and establish necessary components—develop behavioral and social guidelines—develop classroom and school procedures—discuss accessible environments, minimizing distractions, maximizing access, arrangements with purpose, and movement with ease—solve a seating case study—plan a team teaching presentation of diverse learner types—reflect and apply content learned—assign correlating assessments

Module 4: Universal Design

Investigate the concept of standards-based learning targets, “I can” statements, and communicating the learning target—explore the products, roles, and activities in the four Webb's Depth of Knowledge levels—write learning targets and select assessments at multiple levels of thinking—design a standards-based lesson with learning targets at multiple levels of thinking—investigate the concept of Universal Design for Learning—explore multiple means of representation in a word map and concept map center—explore multiple means of action and expression in a differentiating instruction RAFT center—explore multiple means of engagement in a multiple intelligences choice board center—brainstorm multiple pathways for learning in the classroom—reflect and apply content learned—assign correlating assessments

Module 5: Co-Teaching Partnerships

Conduct a review of content learned—plan a presentation for diverse learner types—discuss the pros and cons of co-teaching and identify compelling whys—identify the stages of effective co-teaching and define what co-teaching is and is not—investigate co-

teaching relationships and role play using a relationship blueprint with a co-teaching partner—investigate co-teaching logistics as it relates to classroom environment, classroom management, instructional planning, and administrative responsibilities—role play using a logistics blueprint with a co-teaching partner—reflect and apply content learned.

Module 6: Co-Teaching Instruction

Plan a presentation for diverse learner types—review the stages of co-teaching—practice co-teaching communication skills—investigate the various co-teaching models and analyze the pros and cons of each—experience and analyze the components of a lesson on diversity—select appropriate co-teaching models that demonstrate a shared responsibility for instruction and learning—identify what the general educator and special educator will do to share instructional responsibility—investigate teacher-directed progress monitoring tools and student self-monitoring tools—reflect and apply content learned—assign correlating assessments

Module 7: Behavior and Attention Disorders

Reflect on what one believes and wonders about behavior and attention disorders—present information and strategies relating to Autism Spectrum Disorders—present information and strategies relating to Attention Deficit and Hyperactivity Disorders—present skills and strategies relating to Executive Function—develop a learner support and intervention plan—reflect and apply content learned—assign correlating assessments

Module 8: Learning Disabilities and Academic Challenges

Reflect on what one believes and wonders about learning disabilities and academic challenges—present information and strategies relating to Learning Disabilities—present information and strategies relating to Numeracy—present information and strategies relating to ELL Language Acquisition and Literacy—develop a learner support and intervention plan—reflect and apply content learned—revisit correlating assessments

Module 9: Managing Student Behaviors

Distinguish behaviors from inferences—analyze the functional behavioral assessment process—examine the seven phases of the acting-out cycle—analyze student behavior as it relates to the acting-out cycle—examine the ABC analysis of student behavior—analyze student behavior using the ABC analysis and functional behavioral assessment processes—investigate and discuss cultural influences on behavior—analyze cultural influences on student behavior—examine the various methods of differential reinforcement—investigate the behavioral intervention process—plan behavioral interventions using differential reinforcement—reflect and apply content learned—revisit correlating assessments

Module 10: The Underachievers

Discuss the behaviors and functions of underachievers in the classroom—conduct an expert jigsaw regarding the different types of underachievers which involves reading, sharing, and discussing the behaviors, functions, and strategies for each underachiever—discuss personal and professional examples of each type of underachiever—analyze the

needs, strengths, and asset-based language for each underachiever—brainstorm developmental interventions for the underachievers—reflect and apply content learned—revisit correlating assessments—review content learned that develops successful frameworks for inclusion—identify the mega moments of the course

Assessments and Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	20%	Assessment 1
Formative Assessments	35%	Assessments 2, 3, and 5
Summative Assessments	45%	Assessments 4 and 6

Letter grades are based on 100 points possible and assigned based on the university grading scale.

Final projects are due within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently, forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all formative assignments. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing course reflection via the student portal and all hours are met.

Instructional Methodology and Delivery

Teaching methodologies of this course are designed to support intensive, graduate-level course work in an interactive setting. Instructional plans support the content of this course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection of practice, student learning, subject matter, and/or technology.

- Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.
- The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assessments are organized into 10 modules totaling 45 seat hours. Assessments are due two-weeks following the end of the course.
- Research-based content, presentations, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, references, and assessments are supported by content designed specifically for educators.
- Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class and small group discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for educators and other school-related personnel to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assessment or paper.

American Disability Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants are required to attend all classes and to fully participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

Emergency Statement

In the event of an emergency declared by the college or by The Connecting Link (TCL), we reserve the right to alter course plans and the attendance policy. In the event of an emergency, TCL will contact the instructor/participants with alternative educational plans for the course.

Late Work and Make-Up Policy

Participants are expected to keep pace with all assessments assigned both in and out of the classroom. If a situation arises in which an assessment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. All work is due no later than two weeks after the course ends. Failure to complete all work in this time frame will result in an incomplete or a grade of F for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives, and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.