

University of Massachusetts Boston
College of Education and Human Development
Department of Curriculum and Instruction

Inclusion, K-12
EDC-G 630
Spring 2012 (Monday 7-9:30)
Wheatley 01-037

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Catalog descriptor:

The intent of this course is to examine the theoretical and practical issues that teachers must address as they implement effective inclusion of children with disabilities in general education classrooms. Topics to be studied include: the legal foundations of inclusion; appropriate strategies for supporting the academic, behavioral and social aspects of inclusive teaching and strategies for productive interactions with other educators and parents. The central premise of this course is that inclusion requires collective attention to individual needs within the general education program. Class participants will become familiar with the roles of the general education teacher in special education; develop learning and behavior plans to address student needs, and gain practice in analyzing school activities to maximize effective participation by a range of students. *A 5 hour field experience component is included.*

Prerequisites: None

CEHD Mission: The College of Education and Human Development (CEHD) generates knowledge, fosters engaged learning, promotes social justice, and empowers students, educators, other professionals, and community members through teaching, research, evaluation, and public service. The urban setting of the University of Massachusetts Boston informs - and is informed by - CEHD efforts to fulfill the academic and civic purposes of education in a diverse democracy.

This mission statement and associated core values serve as a philosophical and operational guide for all activities of the College of Education and Human Development. Core values include:

1. **Academic excellence**
2. **Social justice and inclusion**
3. **Community engagement**

Relationship of this Course to the Conceptual Framework

The faculty and staff of the College of Education and Human Development (CEHD) are committed to the goal of preparing **thoughtful and responsive educators** for the urban school systems of the twenty-first century. We design our courses and field experiences to support the development of the following:

- Commitments to ethical behavior, life long learning, dedication and modeling and mentoring
- Understandings of content, pedagogy, assessment and technology
- Practices which embody caring, collaboration, reflection and social justice.

These qualities seem to us to best characterize the thoughtful and responsive educators we envision. It is with these goals in mind that this course is offered to help you address the educational concepts, practices and concerns that are encountered in teaching in inclusionary settings.

Every teacher works with children with disabilities. Sometimes you will know this because the student has an IEP or 504 plan (terms you will learn). Sometimes you will notice that a student is having considerable trouble learning and you will work with others to discover whether a disability exists. In either case, the student is included in your classroom and you - the general education teacher - are a critical person in the student's education.

Through this course, you will become more comfortable with the terms and practices of inclusive education - collaborating productively with others to meet the needs of diverse learners. Most of all, I want you to see student learning problems as puzzles that you can solve. Sometimes these will indicate a need for special education, but not always. Working together to discern and utilize those patterns is challenging and very exciting.

The absolutely best special education system begins with in a solid general education classroom. A flexible class makes every learner more successful. Many professional practices and adaptations designed for children with disabilities help typical children learn better as well. Using these in your daily practice makes you a more effective teacher.

MA Professional Standards for Teachers (PST): Categories of standards are listed below. Specific standards in each category are listed at the end of this syllabus. (**Professional Standards for Teachers – see 603 CMR 7.08**)

- A. Plans Curriculum and Instruction
- B. Delivers Effective Instruction
- C. Manages Classroom Climate and Operation
- D. Promotes Equity
- E. Meets Professional Responsibilities

Course Objectives - Outcomes/Expectations:

1. Each student will be able to speak knowledgeably about the ways in which the general education teacher can help each individual student meet his or her potential. (DESE Standards E4 & A8, CEHD Core Value 2)

Comment: None of us (including me) will ever teach a class of homogeneous learners. By the end of the course, I expect each of you to be knowledgeable about general education classroom practices that will help your students learn in the least restrictive environment.

2. Each student will be able to discuss knowledgeably the aspects of federal and state law which govern special education, especially those elements which involve the participation of general education teachers. (DESE Standard E1, CEHD Core Values 1&2)

Comment: Federal and state laws give structure to the education of children with disabilities, wherever they are educated. The more you know and abide by these legal procedures, the more you will be able to focus on children. By the end of the course, I expect you to be familiar with how these laws affect the work of the general education teacher.

3. Each student will be able to consider student learning and behavior in an objective, unbiased fashion, with sensitivity and attention to racial, cultural, and language differences. (DESE Standard D3, CEHD Core Value 2)

Comment: It is a mistake to think that every difference signals a disability or a need for special education. In this course, I expect you to look objectively at strengths and needs, considering the impact of a student's unique background, language and instructional experiences. It is critical to avoid confusing difference and disability. It is equally critical not to overlook the possibility of a disability in the presence of a cultural or language difference. I also expect you to examine how your own practices and beliefs impact student learning and behavior.

4. Each student will be able to discuss strategies and skills for working productively with teams of professionals and families to support the education of a student with a disability. (DESE Standard E5, CEHD Core Value 3)

Comment: It takes a team to teach a child, especially in an inclusive setting. This team involves educators and parents. By the end of the course, I expect you to be able to identify the unique contributions each member of the team can make.

5. Each student will read the assigned material and be able to explain, evaluate and utilize the concepts, theories, principles and guidelines contained in the readings in a reflective and critical fashion. (DESE Standard E3, CEHD Core Value 1)

Required Readings

McLeskey, J., Rosenberg, M. S., & Westling, D. L. (2010). *Inclusion: Effective practices for all students*. Upper Saddle River, NJ: Pearson Education Inc.
ISBN-10: 0135154030

A Parent's Guide to Special Education. Available at DESE website. Locate, print, and bookmark the website.

Comment: The readings provide a foundation for your understanding of students with disabilities. McLeskey, Rosenberg, and Westling address the current issues you will encounter as you teach in an inclusionary setting. The DESE guide will give you a window into the information parents will receive about special education, regardless of setting.

These readings will serve as a useful reference when you encounter questions about students in the future. Reading the material **carefully** will broaden your understanding of ways to help all children learn. You should read the material when assigned so you can participate in class discussions and case studies. Reading **carefully** (and more than once, if necessary) will help you do better on weekly Content Quizzes and receive a better grade in class participation.

Other reading material may be presented in the form of hand-outs or Internet addresses. If you are interested in a particular topic, I can direct you to additional readings.

6. Each student will work collaboratively with group members and other classmates to complete class activities and quizzes throughout the semester. (DESE Standard E4, CEHD Core Value 3)

Comment: Collaboration is essential to inclusionary education. To emphasize this element of our work, many class activities will take place in groups. It is not possible to pass this class without working effectively in groups.

Using your data sheet information, I will form groups of 4 to 6 students. These groups will meet together during class sessions to complete activities that benefit from diverse ideas and consideration of multiple viewpoints. Group collaboration is an essential part of the Class Participation grade.

Special education teams typically have a Chairperson who coordinates the work of the other professionals and ensures that meetings run smoothly. By the fourth week of class, I will ask each group to select a Team Chairperson to fill this role, ensuring that everyone contributes and participates equitably (and making sure the same person does not write the Quiz each week). As I would in schools, I will check in with the Team Chairperson on a regular basis to be sure group tasks are going well and everyone is participating constructively and equitably. If at any time group work is not proceeding smoothly and equitably,

Course Requirements:

Methods of Evaluation

I will use a number of methods to evaluate your progress toward the expectations listed above. Class participation and group work details are described below. Detailed information for the remaining two evaluation elements is contained in a separate packet distributed the first day of class. A rubric, used by me and you to assess your work, is also included in the assignment packet. Contact me if you lose the packet and need another copy.

Class Participation	25%
Content Quizzes	25%
In-School Resources Paper	20%
Site Visit Paper (Key Assignment)	30%

Class Participation

25% of grade

Related to Objectives 1, 4, 5 and 6

Inclusionary teaching is a collective endeavor. You will find yourself called upon to share ideas, study options, and reflect to plan courses of action. This course provides you with opportunities to practice these skills. Class sessions will be very interactive, using discussions, simulations and videos to tap your own experiences knowledge. It is my own personal goal that every student will contribute at least once to each class session.

NOTE: To ensure clear communication, please turn cellphones off during class. If, for some reason, you need to receive a call, please tell me ahead of time and set your phone to vibrate.

Grades in Class Participation will be based on a number of factors:

- * attendance - including punctual arrival;
- * involvement in, and constructive contribution to, class discussions of the readings and activities;
- * constructive group participation;
- * enthusiasm, and the positive impact of this enthusiasm, on others in the group and class; and
- * overall usefulness/helpfulness to your group, the entire class, and the professor.

Quality is more important than quantity of participation. A strong grade certainly requires more than a few contributions, however, the depth and perception of comments are more important than their frequency. It is not possible to receive an A in Class Participation without being actively engaged in class discussions and group work.

It is my personal goal that everyone will contribute meaningfully to class each week. If you are shy about speaking in public, try asking questions to begin. I regularly call on people to answer questions in class. To assist in active Class Participation, it is likely that I will address specific questions to those students who do not contribute frequently to the class.

At the end of the semester, I will ask you to complete a signed, confidential assessment of the contributions of each group member, including yourself. These will contribute to your Class Participation grade

If, at any time during the course, group collaboration becomes difficult, please let me know. One part of group work is resolving differences of opinion. I will be happy to be of assistance if I am needed.

Assignments:**Content Quizzes****25% of grade****Related to All Objectives**

Instead of large mastery tests, this course uses short Content Quizzes based on the weekly assigned readings. Each class will begin with a short quiz about an aspect of the reading material assigned for that day. You will be able to consult your written/typed notes during the Content Quizzes, but not the text. Content Quizzes will be graded and returned the following week. A grading rubric for Content Quizzes will be distributed the second week of class.

In general, Content Quizzes will be a group effort, with one grade issued to all participating members of the group. Anyone who has not done the reading for the week should not participate in the quiz. I reserve the right to exercise *Professor's Preference* and call for a few individual quizzes through the semester; these will be announced at the beginning of class. In this case, each student will complete a Content Quiz independently and receive an individual grade.

Here are a few key elements of Content Quizzes that will be of assistance to you.

1. Although I will want you to be knowledgeable about the readings, I will not expect you to memorize lists of studies and their minute details.
2. I will want to see your own words, not extensive verbatim quotations from the text.
3. Since application is the best way to measure learning, some quizzes will ask you to relate weekly reading to vignettes or actual situations.

Any student missing a class session or the Content Quiz section of a class will have the option to write a one to two page, single-spaced analysis/reflection of the readings for that class. This should include a summary of the readings as well as your thoughts and reactions to the content. This analysis/reflection will be graded on a pass/fail basis and is due the next class after the absence. If the analysis is graded as a "Pass," you will receive a B for the Content Quiz you missed. If the analysis is graded as a "Fail," you will receive a score of zero for the Content Quiz you missed. If the Reflection Paper is not submitted the week following the absence, the Content Quiz grade will be a zero for the missed week. Students are responsible for making their own choice about submitting the Reflection Paper. I will not remind you past the second week of class.

Project Assignments

Details for the following assignments, as well as a grading rubric are in a separate packet, distributed with this syllabus. You will have one description each for the following:

- In-School Resources Paper (20% of grade)
- Site Visit Paper (30% of grade) - (**Key Assignment**)

In the Assignment Packet, you will also find a rubric which will be used to score all written assignments. Please refer to the rubric as you complete your work so you can evaluate the completeness of your work. If you do not have copies of guidelines for each assignment, call me or a group member immediately.

Written Material Expectations

As you communicate with parents and professionals, your work will be reviewed and studied. As you work with children, you will be providing a model for their own production. Given this exalted status - and the availability of assistive technology - I hold the following high standards for all written work. The Written Assignment Rubric, which will be used to grade your papers, contains an element reflecting these expectations.

All written work should

- be single spaced and prepared on a word processor;
- have double spaces between paragraphs;
- have page numbers in the upper right hand corner;
- follow APA 6th edition guidelines for citations and references;
- not separate section titles from text; and
- be subjected to a spellchecker and a grammar checker. Errors in spelling, grammar, or punctuation will result in a lower grade.

Resources for APA style citations and references

- www.stylewizard.com This site will help you format your citations and references in APA format (be careful to use the 6th edition). Use it and you will be happy. So will I.
- Helpful people at the Healey Library Reference Desk and website are available if you reach an impasse.

Attendance

Since we cover a great deal of material in an interactive fashion, attendance at each class for the entire period is essential. Punctuality is also important. If you know you will miss a class, or be late for a class session, please contact me beforehand. Since your absence will affect your group, be sure to give members as much notice as possible. Missed classes will have a significant effect on Class Participation and your final course grade.

To encourage and acknowledge attendance, I will give any student with perfect attendance a one-level increase in their total Content Quiz grade (for example, a student with a total Content Quiz grade of B+ would have that grade increased to A-).

Any student missing a class session, or the Content Quiz section of a class, will have the option to write a one to two page, single spaced analysis/reflection of the readings for that class. This should include a summary of the readings as well as your thoughts and reactions to the content. This analysis/reflection will be graded on a pass/fail basis and is due the next class after the absence. If the analysis is graded as a "Pass," you will receive a B for the Content

Quiz you missed. If the analysis is graded as a "Fail," you will receive a score of zero for the Content Quiz you missed. If the Reflection Paper is not submitted the week following the absence, the Content Quiz grade will be a zero for the missed week. Students are responsible for making their own choice about submitting the Reflection Paper. I will not remind you past the second week of class.

Weather Cancellations

Class status information based on weather is available on the campus website (www.umb.edu) or at (617) 287-5000.

Accommodations

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present and discuss these recommendations with each professor within a reasonable period, preferably by the end of the Drop/Add period.

Additional Information

- Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog and relevant program student handbook(s). <http://media.umassp.edu/massedu/policy/3-08%20UMB%20Code%20of%20Conduct.pdf>
- Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.
- All students (including non-matriculated students) are given a UMass email account; all university communications are sent to that account. This includes announcements about practicum and graduation. You can log into your UMass email account to forward all the emails to your most active account. Information regarding the UMass email system can be found at http://www.lms.umb.edu/webct_students-email.htm

Processes and Learning Methods

This class is highly interactive, just as will be your role as an educator. It is not possible to achieve a passing Class Participation grade without constructive group and class participation. Each session will be structured around the readings for the topic identified in the weekly schedule which follows. Class activities will extend the content of the readings rather than review or repeat it. Sometimes you will participate in activities which will demonstrate learning challenges. There will be frequent use of films, exemplifying specific elements of teaching and disabilities. .

I will draw upon your own backgrounds for examples in your professional or family life that can amplify topics. It is my personal goal that every class member contribute meaningfully each week. I will not be asking you to make oral presentations of your class assignments, but your observations and findings will be woven into class activities.

The schedule for this semester's course and readings can be found on the next page. This following course schedule will guide our work. This syllabus is subject to change.

Wk	Date	Topic, required readings and assignment information
1	Jan. 23	Introductions; review of syllabus; overview of the course; initial discussion of inclusion
2	Jan. 30	McLeskey, Rosenberg, & Westling (MR&W), Ch. 1: What is Inclusion & Why Is It Important? Ch. 2: Inclusion: Reflections on the Past, Present, & Future <ul style="list-style-type: none"> • <i>A Parent's Guide to Special Education</i> Available at DESE website. Locate, print, and bookmark the website.
3	Feb. 6	MR&W, Ch. 3: Today's Schools: Teaching Students from Diverse Backgrounds <ul style="list-style-type: none"> • Review: <i>A Parent's Guide to Special Education</i> - elements regarding eligibility • Disability definitions distributed on Week 2
4	Feb. 13	MR&W, Ch. 11: Collaboration & Teaming Ch. 12: Formal Plans & Planning for Differentiated Instruction <ul style="list-style-type: none"> • Review: <i>the Parent's Guide to Special Education</i> - elements regarding working in teams <p style="text-align: center;"><u>Due: In-School Resources Proposal</u></p>
	Feb. 20	PRESIDENTS DAY - NO CLASS
5	Feb. 27	MR&W, Ch. 13: Effective Instruction in Elementary Classrooms Ch. 14 : Teaching Students in Secondary Content Areas <ul style="list-style-type: none"> • Review: <i>A Parent's Guide to Special Education</i> - elements regarding the IEP
6	Mar. 5	MR&W, Ch. 15: Effective Practices for All Students: Classroom Mgt. Ch. 7: Students with Emotional & Behavioral Disabilities <p style="text-align: center;"><u>Due: Site Visit Locations Proposal</u></p>
	Mar. 12	SPRING BREAK - NO CLASS
7	Mar. 19	MR&W, Ch. 4: Students with Learning Disabilities <p style="text-align: center;"><u>Due: In-School Resources papers</u></p>
8	Mar. 26	MR&W, Ch. 5: Students with AD/HD
9	Apr. 2	MR&W, Ch. 6: Students with Intellectual Disabilities
10	Apr. 9	MR&W: Ch. 9: Students Communication Disorders & Students with Sensory Impairments Ch 16: Using Technology to Enhance Inclusion
	Apr. 16	PATRIOTS DAY - NO CLASS
11	Apr. 23	MR&W, Ch. 10: Students with Physical Disabilities, Health Impairments & Multiple Disabilities
12	Apr. 30	MR&W Ch. 8: Students with Autism Spectrum Disorders <p style="text-align: center;"><u>Due: Site Visit Papers</u></p>
13	May 7	<u>Last Date Due - Site Visit Project</u>

Professional Standards for Teachers – see 603 CMR 7.08

Standard A - Plans Curriculum and Instruction

1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.
(Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).
2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills.
5. Plans lessons with clear objectives and relevant measurable outcomes.
6. Draws on resources from colleagues, families, and the community to enhance learning.
7. Incorporates appropriate technology and media in lesson planning.
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.

Standard B – Delivers Effective Instruction

1. Communicates high standards and expectations when beginning the lesson.
 - a) Makes learning objectives clear to students.
 - b) Communicates clearly in writing and speaking.
 - c) Uses engaging ways to begin a new unit of study or lesson.
 - d) Builds on students' prior knowledge and experience.
2. Communicates high standards and expectations when carrying out the lesson.
 - a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
 - b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
 - c) Demonstrates an adequate knowledge of and approach to the academic content of lessons.
 - d) Employs a variety of reading and writing strategies for addressing learning objectives.
 - e) Uses questioning to stimulate thinking and encourages all students to respond.
 - f) Uses instructional technology appropriately.
 - g) Employs appropriate sheltered English or subject matter strategies for English learners.
3. Communicates high standards and expectations when extending and completing the lesson.
 - a) Assigns homework or practice that furthers student learning and checks it.
 - b) Provides regular and frequent feedback to students on their progress.
 - c) Provides many and varied opportunities for students to achieve competence.
4. Communicates high standards and expectations when evaluating student learning.
 - a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
 - b) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.

Standard C – Manages Classroom Climate and Operation

1. Creates an environment that is conducive to learning.
2. Creates a physical environment appropriate to a range of learning activities.
3. Maintains appropriate standards of behavior, mutual respect, and safety.
4. Manages classroom routines and procedures without loss of significant instructional time.

Standard D – Promotes Equity

1. Encourages all students to believe that effort is a key to achievement.
2. Works to promote achievement by all students without exception.
3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.
4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.

Standard E – Meets Professional Responsibilities

1. Understands his or her legal and moral responsibilities.
2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.
3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
4. Collaborates with colleagues to improve instruction, assessment, and student achievement.
5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.
6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

