

Understanding for Teaching, Teaching for Understanding  
**AUGUSTA STATE UNIVERSITY**  
**College of Education**  
**Department of Educational Leadership, Counseling and Special Education**

**SPED 6004/Facilitating Inclusive Instruction**  
**(3-0-3)**

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**Office hours:** Mon. 11-1; 3-5  
Tues. 11-1  
Wed. 11:30-1:30  
Thurs. 3-5

**Course Description:**

This is an in-depth course on techniques for implementing, inclusive instruction. Various models (such as team teaching, collaboration, and consultation) are studied. Collaborative models for implementing inclusive instruction are examined. 20 hours of field experience is required.

**Textbooks/Required Readings/Recommended Readings**

Friend, M. & Cook, L. (2009). Interactions: Collaborative Skills for School Professionals (6<sup>th</sup> ed). Boston: Allyn & Bacon.  
McLaughlin, M.(2009). What every principal needs to know about Special Education (2<sup>nd</sup> ed). Thousand Oaks: Corwin.

**Live Text**

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

**Course Objectives**

The student will be able to develop, within a multicultural framework, an understanding and ability to apply knowledge, skills and professional dispositions related to:

1. Discuss variations in beliefs, traditions, and values across cultures within society and the effect of the relationship between child, family, and schooling.
2. Note the importance and benefits of communication and collaboration that promotes interaction with students, parents, school, and community personnel.

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3. Identify typical concerns of parents of individuals with disabilities and discuss appropriate strategies to help parents deal with these concerns.
4. Develop individual student programs working in collaboration with team members. Use ethical practices for confidential communication to others about individuals with disabilities and articulate the special educator's ethical responsibility to all students.
5. Utilize collaborative strategies in working with students, parents, and school/community personnel in various learning environments.
6. Assist students, with the support of parents and other professionals, planning for transition to adulthood, including employment and community/daily life.
7. Communicate and consult with students, parents, teachers, and other school/community personnel, including resource agencies, using technology where applicable.
8. Note the demands of various learning environments and collaborate with general educators, parents, school personnel, and resource agencies to facilitate the functional integration of students with disabilities into general education settings.
9. Develop plans and implement collaborative teaching models (co-teaching, team teaching, consultant) demonstrating proficiency in oral and written communication.

### **College of Education Conceptual Framework**

#### Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

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P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

**Program-Specific Standards Addressed in This Course**

ACC6K1 Methods for communicating goals and plans to stakeholders.

ACC6K2 Roles of educators in integrated settings.

**Skills**

ACC6S1 Collaborate to enhance opportunities for learners with exceptional learning needs.

ACC6S2 Apply strategies to resolve conflict and build consensus.

**METHOD OF INSTRUCTION:**

The method of instruction will be lecture, textbook and journal readings, small group activities, student presentations, videos, web based assignments, an individual semester long collaboration project in a public school classroom, and tests.

**Course Schedule**

Week	Topic	Assignment Due
August 17, 2009	Introduction & Orientation to Course Video: "Inclusion: A Service Not A Place"	Chapter 1
August 24, 2009	Legal Issues Guest Speaker: Ed Law "What Every Principal Needs to Know About Special Education"	Locate an article on a component of IDEA in a current issue to share in class (written summary will be graded)
August 31, 2009	Role of the Special Educational Teacher and Education Leader Consultations/Coaching	Chapters 3, 4 Article summary: Cummings, K.; Atkins, T.; Allison, R; & Cole, C. Response to Intervention, <u>Teaching Exceptional Children, 40 (4), 24-31.</u>
Sept. 7	Labor Day NO CLASS	xxxxx
September 14, 2009	Co-Teaching; Consultation models Guest Speaker Midterm quiz	Chapter 5 2 Outside Assignments: Journal Assignment: Read R., Drame, L; Owens, A.& Frahura,F. Co-Instructing at the Secondary Level: Strategies for

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		Success, <u>Teaching Exceptional Children</u> , 39, (6), 12-18.
September 21, 2009	Interpersonal Communication & Problem Solving Guest Speaker	Chapter 2, 9
September 28, 2009	Practical Matters and Guest Speaker	Chapter 7
September 30, 2009	Curriculum Modifications	Chapter 13
Oct. 5, 2009	Course evaluations; group presentations	Final exam due

**Performance Assessment**

**GRADING:**

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F ≤ 59%

Attendance, punctuality & class participation	5
Collaboration Project	50
Small group dramatization	5
In class activities	10
Text chapter activities	10
Midterm	10
Final Exam	<u>10</u>
	100 points

**Punctuality**

## Understanding for Teaching, Teaching for Understanding

All assignments are due by the class period designated in the syllabus. Late papers will receive a five percent deduction from the final assignment grade per day that they are late. I will be happy to read papers ahead of time and give you feedback, but will not allow rewrites of assignments once the due date is past.

### **Academic Honesty**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009-10 Augusta State University Catalog. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.  
(p.43)

### **Pipeline Accounts**

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

### **Department of Educational Leadership, Counseling and Special Education Website**

Students are invited to visit the departmental website at:  
<http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from:  
<http://www.adobe.com/products/acrobat/>

### **Writing Center**

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

**Students with Disabilities**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

**Student Safety**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

**Cell Phones**

Use of cell phones for calls, text messaging or other tasks is prohibited in class.

Bibliography

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- Chency, D., Manning, B., & Upham, D. (1997). Project DESTINY: Engaging families of students of students with emotional and behavioral disabilities. Teaching Exceptional Children, 30 (1), 24-29.
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Donley, C.R., & Williams, G. (1997). Parents exhibit children's progress at a poster session. Teaching Exceptional Children, 29 (3), 46-51.

Dyck, N., Sunbye, N., & Pemberton, J. (1997). A recipe for efficient co-teaching. Teaching Exceptional Children, 30 (2), 42-45.

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**SPED 6004 / EDLR 6630**

**Course Requirements**

**1. 5 Points**

- a. Attendance and punctuality  
You must attend, be punctual and actively participate in all sessions. Points will be deducted for tardiness.
- b. Participation and professionalism  
Be polite and participate as an active listener! If you talk when others are talking or you interrupt others, your final grade will be lowered.
- c. Read the textbook.
- d. Complete the assigned activities at the ends of chapters
- e. Complete all in-class activities.

**2. 50 Points**

- a. Collaborative Project
- b. Details provide in class

**3. Midterm – 10 Points**

Exam on readings from text and in-class activities.

**4. Final Exam – 10 Points**

Exam on readings from text and in-class activities.

**5. 5 Points**

- a. Curriculum Modification Group Project
- b. Volunteer for a small content area group (i.e., language arts, mathematics, social studies, science, connections-art, music, study skills, technology).
- c. In the content area group...
  - Choose one GPS objective (or performance-based criteria) to carry through elementary, middle, and secondary. **1 point**
  - Create three lesson plans (one each) for elementary, middle, and secondary for your group's chosen objective. [ex: Science objective solids, liquids, and gasses – elementary level would be to discriminate liquids from solids, etc.; middle level would be to describe properties of...; secondary level would be to use element chart to identify composition of ...] **1 point**
  - Make modifications to the general educational curriculum for special education students. **1 point**
  - Include assistive technology in at least one of the three lesson plans (e.g., elementary, middle, secondary). **1 point**
  - Present an in-class 5 minute demonstration of the lesson plan developed that used assistive technology. **1 point**

**Student** \_\_\_\_\_

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**Course Rubric**

Attendance, punctuality, & participation	_____ (5)
Collaboration project proposal	_____ (20)
Collaboration project end with updates	_____ (30)
Small group dramatization (curriculum modification group project)	_____ (5)
Outside Assignments	_____ (20)
Midterm	_____ (10)
Final	_____ (10)
	Total = _____ (100
possible)	

**GRADE:** \_\_\_\_\_

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**SPED 6004 /**

**INDIVIDUAL PROJECT GUIDELINES**

50 Points

(This Project will be completed as your field experience for the course)

<u>Task</u>	<u>Description</u>	<u>Possible Points</u>	<u>Due Date</u>	<u>Points Earned</u>
I.	<b><u>Individual Project Proposal</u></b>	20	09-14/09	
a.	Principal Permission	2	08-31-09	
b.	Peer Collaborative Discussion	TBA		
c.	Purpose of Action Plan	2		
d.	Rational based on at least 4 outside readings (attach 4 abstracts-APA style)	4		
e.	Role of Personnel involved	2		
f.	Description of P-12 students involved	2		
g.	Procedures with timelines	2		
h.	Expected Outcomes	2		
i.	Collection of Data	2		
j.	Method of Evaluation	2		

II.	<b><u>Implementation</u></b>	20	11/30/09	
a.	Actual Outcomes	5		
b.	Evaluation of Data Collection	5		
c.	Plans for Change	5		
d.	Plans for Continuation	5		

III	<b><u>Updates</u></b>	10		
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**Email summary required by your professor the weeks of 10/26, 11/09, 11/23**

Name: \_\_\_\_\_

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**Curriculum Modification Group Project**

**Rubric for Group Presentation**

**5 Points**

<b>Task</b>	<b>Description</b>	<b>Possible Points</b>	<b>Points Earned</b>
	<b>Small Group Lesson Plan</b>	<b>5</b>	
	a. Objective (or performance-based criteria) to carry through elementary, middle, and secondary.		
	b. Three (3) lesson plans (one each) for elementary, middle and secondary for your group's chosen objective using the student given.		
	c. Modifications to the general educational curriculum for special education students.		
	d. Assistive technology in at least one of the 3 lesson plans (elementary, middle, secondary).		
	e. In-class 5 minute demonstration of the lesson plan developed that uses assistive technology.		
	f. Attendance during entire group meeting time. Documented minutes.		
<p><b>Please hand in one hard copy per group of the three lesson plans (3 levels)</b></p> <p><b>**** Color Code the Modifications. ****</b></p>			

**STUDENT INFORMATION**

**Course #** \_\_\_\_\_ **Semester** \_\_\_\_\_

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_

**Phone Number** \_\_\_\_\_

**E-mail Address** \_\_\_\_\_

**Other information Dr. Pollingue needs to know:**