



**TED 533: Inclusive Classrooms
2019/2020 Syllabus
3 units**

“Inclusion is not a strategy to help people fit into the systems and structures which exist in our society; it is about transforming those systems and structures to make it better for everyone.”

- Diana Richler, Past President Inclusion International

Instructors: Sarah Barnes (*Credentialed Ed Specialist and Universal Teacher (Gen ED)*) and Krista Reed (*Speech and Language Pathologists*)

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Location: HTH Forum Classroom 227

Course meetings: 4:45-7:45 Tuesday Evenings 1/7, 1/14, 1/21, 1/28, 2/4, 2/11

COURSE DESCRIPTION

This course offers an exploration of the theory and practice behind inclusive approaches that are designed to provide access and belonging to the curriculum and community for diverse learners in heterogeneous classrooms, including Emergent bilingual learners, students with IEPs and 504 plans, and students from traditionally marginalized groups. Grounded in a commitment to high standards for all students, participants engage in micro-teaching and consultancies to experiment with differentiation strategies in their own classrooms and schools. As they engage in strategies participants with explore the intersectionality of disability studies with culturally responsive teaching. Special attention is paid to working and consulting with colleagues in these areas.

ESSENTIAL QUESTIONS

- How can we ensure student needs, voice and interest drive instruction, collaboration, and curriculum so that **all** students have access to powerful and transformative learning opportunities?
- What is the Neurodiversity Movement and how does it impact the way we view ability, belonging, and access to curriculum and community?
- What is your role in the IEP and 504 process and how can you leverage that role to increase belonging, voice, and access for your students?

PROGRAM STANDARDS

Throughout Inclusive Classrooms and upon course completion, the following TPE competencies are introduced (I), practiced (P) and/or assessed (A):

- **TPE 8: Learning about Students** -Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted. I/P/A
- **TPE 9: Instructional Planning** - Candidates for a Teaching Credential plan lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals (including IEP goals) and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals. I/P/A
- **TPE 11: Social Environment-** Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes. I/P

❖ **Ed SPecialist**

- TPE 1: Engaging and Supporting All Students in Learning
 - Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. I/P/A
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
 - Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings. I/P/A
 - Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs I/P/A
- TPE 3: Understanding and Organizing Subject Matter for Student Learning

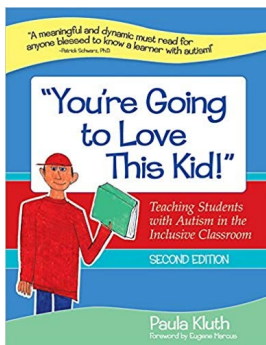
- Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE). 2. I/P/A
 - Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction. I/P/A
 - Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning. I/P/A
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum I/P/A
- TPE 6: Developing as a Professional Educator
- Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. I/P/A

REQUIRED COURSE MATERIALS

Course Texts (to be distributed in class and/or on the course Powerschool Learning site):

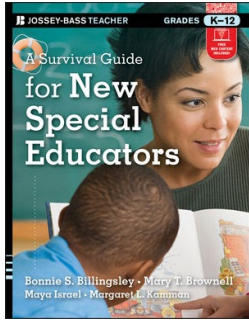
- *All course readings will be provided and are linked on our course agendas.*
- Ed specialists have required texts- please bring these books if you are an ed specialist. Please consider adding them to your reference library if you are a universal teacher (Gen ED).

You're Going To Love This Kid by Paula Kluth



Why I love this book- While the focus on this book is about embracing, supporting, and joyfully learning with students with Autism the strategies in this book are wonderful for a wide variety of learners. Paula Kluth is my favorite writer on inclusion within the general education classroom; her books are full of wonderful stories and real-world strategies for teachers. Most importantly Paula's work teaches us to focus on a student's strengths, special interests and needs instead of their deficits or our preconceived ideas about what their label might mean.

**Note- [Autism's definition \(In the DSM\) has shifted slightly since the publication of this book, we will unpack that this year.](#)*



A Survival Guide for New Special Educators

This is my favorite how-to book. There are more current ones out there but this one is the BEST! Really easy to read, great practical tips, and it quickly lists the things you need to know NOW. Including special education timelines and laws. We will use this throughout your program.

Note- [Autism's definition and ADHD criteria for diagnosis \(In the DSM\)](#) has shifted slightly since the publication of this book, we will unpack that this course.

COURSE ASSIGNMENTS and ACTIVITIES

Reflections/Posts:

Reader response briefs offer an opportunity to reflect on what strikes you about the course readings and content. Select one or more of the week's readings, cite per APA format, and craft a response that includes quote/excerpt, the questions it raised for you, and any comments or reflections. This is an occasion to analyze and critique the author's ideas, to connect them to other ideas, to reflect on what those ideas mean to you, and to use the text as a springboard for extending your own thinking. You are particularly encouraged to raise questions and point out connections or contradictions across texts.

You should post your brief to the Powerschool forum by 1:00 pm two days before the next class. By 1:00 p.m. on the day before class, you should respond to at least one person's post in your response group. Share something that struck you about what they wrote, new questions that have emerged for you, etc. The purpose of the forum is to serve as an archive of our collective thinking, but more importantly to generate and continue conversations outside of class.

Mentor Observations:

For this courses we ask that you observe your mentor and that your mentor observes you. These observations should reflect course content and should focus on how you create belonging in your classroom, differentiate instruction, or create access for students with diverse needs. You will reflection via Powerschool as an assignment. Here is [our observation template](#) and our [planning document](#) .Please turn in the pre planning document and the observation template for the observation in which your mentor observes you. Please turn in just the observation template for the observation you do of your mentor.

Put it into Practice:

This is an opportunity to actually go out and use what you have learned in class. Throughout credentialing classes, you will focus on specific methods for teaching. Each week's session will provide a "Put It Into Practice" that asks you to try out the new skill you learned and then to reflect upon the planning, implementation, success and challenges you faced while implementing it.

Final Project:

Our final project is a culmination of your put it into practices. You can read about the [final project](#) in detail via the link.

COURSE SCHEDULE

Detailed daily agendas will be distributed at course meetings.

Session Overview	Readings/Viewings	Put It Into Practice
Session One- 1/7 Understanding Neurodiversity, Inclusion & Special Education Working Agenda	<ul style="list-style-type: none"> Work Through This Prezi on ASD. Watch- Temple Grandin's "My Experience with Autism" 	Observation- <i>Put It Into Practice Week One</i>
Session Two- 1/14 Best Practices for creating access for students with Autism Working Agenda	<ul style="list-style-type: none"> Read- Belonging As a Human Right 	Whale It- <i>Put It Into Practice Week Two, Just Give Em' The Whale</i>
Session Three- 1/21 Best Practices for creating access for students with Autism *with special attention paid to behavioral supports for all students Working Agenda	<ul style="list-style-type: none"> Read- First Discover Their Strengths 	Empathy Interview- <i>Put It Into Practice Week Three</i>
Session Four- 1/28 Best Practices for creating access for students with ADHD, Working Agenda	<ul style="list-style-type: none"> How General Education Teachers Can Participate in the IEP Process Making IEP Meetings More Effective Understanding Larry P 	Classroom Observation- <i>Put It Into Practice Week Four</i>
Session Five- 2/4 Collaboration is Key: <i>Understanding your role in the IEP, Assessment, and the 504 processes & Best Practices for creating access for students with Specific Learning Disabilities & Dyslexia</i> Working Agenda	<ul style="list-style-type: none"> Emotional Regulation Strategies for kids with ADHD 	Designing UDL Strategies and Modifications and Accommodations- <i>Put it Into Practice Week Five</i>
Session Six: 2/11 Moving beyond inclusion to create a classroom of shared power and joy- <i>Celebration of you, your students, and your final projects</i>		Final Project Due

THROUGH LINE FOR EQUITY AND INCLUSION

Because equity and inclusion should never live in just one course, this course will specifically call out connections and practices for students with exceptionalities, emergent bilingual learners, and issues surrounding equity and diversity. Specifically-

Connections and Practices for

Students with exceptionalities- this course will cover how to support students with exceptionalities access curriculum and community- this will be covered in sessions 1-6

Emergent Bilingual Learners- this course will introduce candidates to the intersectionality of disability and emergent bilingual education as well as some of the historical underpinnings that have led to the over and/or underrepresentation of emergent bilingual learners in special education. - this will be covered in sessions 1-6

Equity and Diversity - this course will explore neurodiversity as a form of human diversity and will discuss and explore issues of equity and access for students with disabilities. We will also begin to explore the intersectionality of race, gender, and social/economic status as it relates to the historical underpinnings that have led to the over and/or underrepresentation of marginalized groups in special education.- this will be covered in sessions 1-6

Course Expectations & Citizenship

Attendance/Punctuality: Attendance each evening is vital. If you have an unavoidable emergency that prevents you from attending class, let your instructor know as early as possible. Additionally, arrive on time and prepared in order to successfully meet course expectations. Enrolled students with more than one (1) absence will **not** receive course credit. Teachers allowed to “audit” will **not** receive credit for course completion. Missing class for an unexcused absence will result in a meeting with program directors.

Make-Up and/or Late Work: Your work should be submitted on time. However, if you miss a class or need additional time due an illness/emergency, it is your responsibility to contact/approach the practitioner faculty. Late/missed work up can be submitted two (2) weeks from the original due date. After that, grades will be posted as final. Always communicate with your practitioner faculty.

Participation: In addition to your physical presence, your mental presence is also required. Teachers are expected to be a contributor to this positive learning environment, responsible for their own learning, and a productive citizen within the classroom. Teachers will use their strengths to work and learn cooperatively with others. Please avoid checking your phone or texting during class.

Post graduate-level work and Ethics: Your teaching credential should be regarded as a symbol of professionalism and we expect your work to reflect that. Any form of plagiarism will result in immediate action and penalties which may include repeating the course or departure from the program.