Professional Education Unit
Department of Early Childhood, Elementary and Special Education
(Face to Face)

Including Students with Diverse Needs in the Classroom
EDSP 365-001
Spring 2012

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Course Description: EDSP 365. Including Students with Diverse Needs in the Classroom. (2-2-3); I, II. *Prerequisite: EDSP 230. Corequisite: either EDEE 321 or 331 and TEP admission.* This course will develop the skills and information needed by teachers to build inclusive learning communities within the schools. Crucial to achieving this end is: 1) the development of the skills needed to work with colleagues to create a classroom environment that accommodates the full range of diversity found in today's schools, and 2) a working knowledge of the legal requirements related to meeting the needs of diverse students.

Required Field Experience Hours: 10 hrs. Level III.

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):
The Unit and the faculty within individual programs assess the degree to which its graduates:
1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.
2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3) Demonstrate professional dispositions
4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.
5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will:
1) Understand the historical, legal and research basis for inclusion.

2) Be familiar with the components in the Individuals with Disabilities Act (IDEA), the Kentucky Education Reform Act of 1990 (KERA), Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and relevant case law.
3) Have a working knowledge of pre-referral, referral and placement process of special education, including the impact of requirements for Response-to-Intervention.
4) Identify research-based instructional strategies.
5) Demonstrate the ability to monitor progress through ongoing assessment techniques.
6) Develop strategies for collaboration within schools.
7) Adapt instructional material to accommodate the range of student diversity.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: Early Childhood, Elementary and Special Education. EDSP 365					
Aligned with → Assessment (point values) ↓	Kentucky Teacher Standards (KYS)	Kentucky Core Academic Standards (KCAS)	Education Professional Standards Board (EPSB)	Council for Exceptional Children [CEC] Initial Content Standards	NCATE
Reading guides and quizzes 100 pts CFO: 1,4 SLO: 1,2,3,4,7	1.Demonstrates Applied Content Knowledge 7. Reflects and Evaluates Teaching and Learning	CCR Reading 1,2,3,7,8,9 CCR Writing 4,6,10 CCR Language 2, 6	1. Diversity 2. Assessment 3. Closing the Gap 4. Technology	1. Foundations 2. Development and Characteristics of Learning 3. Individual Learning Differences 4. Instructional Strategies 6. Language 8. Assessment 9. Professional and Ethical Practice	1. Candidate Knowledge, Skills, and Dispositions 4. Diversity
Disability Categories: Profile 100 pts CFO: 1, 3, 4 SLO: 2, 3, 7	1. Demonstrates Content Knowledge 6. Demonstrates Implementation of Technology	CCR Reading 1, 2, 4, 7, 8, 9, 10 CCR Writing 2, 4, 5, 6, 7, 8, 9 CCR Language 1, 2, 3, 6	1. Diversity 3. Closing the Achievement Gap 4. Technology	1. Foundations 2:Development and Characteristics of Learning 3:Individual Learning Differences 7:Instructional Planning	1. Candidate Knowledge, Skills, and Dispositions 4. Diversity
Teaching Strategies: Profile 100 pts CFO: 1, 3, 4 SLO: 2, 3, 4, 7	1. Demonstrates Content Knowledge 6. Demonstrates Implementation of Technology	CCR Reading 1, 2, 4, 7, 8, 9, 10 CCR Writing 2, 4, 5, 6, 7, 8, 9 CCR Language 1, 2, 3, 6	1. Diversity 3. Closing the Achievement Gap 4. Technology	2. Development and Characteristics of Learning Differences 3. Individual Learning Differences 4. Instructional Strategies 7. Instructional Planning	1. Candidate Knowledge, Skills, and Dispositions 4. Diversity
Exam 1 100 pts CFO: 1, 4 SLO: 1, 2, 3	1. Demonstrates Content Knowledge	N/A	1. Diversity 2. Assessment 3. Closing the Achievement Gap	8: Assessment 9:Professional and Ethical Practice	NCATE 1
Exam 2 100 pts CFO: 1, 4 SLO: 4, 5, 6, 7	1. Demonstrates Content Knowledge	N/A	1. Diversity 3. Closing the Achievement Gap	3:Individual Learning Differences	NCATE 1
Field Experience/	1. Demonstrates Applied Content Knowledge	N/A	1. Diversity 2. Assessment 3. Closing the	3.Individual Learning Differences 4. Instructional	NCATE 1, 2, 3, 4

Critical Performance 100 pts CFO: 2, 4, 5 SLO: 4, 5, 6, 7	2. Designs and Plans Instruction 3. Creates and Maintains Learning Environment 4. Implements and Manages Instruction 5. Assesses and Communicates Learning Results 7. Reflects and Evaluates Teaching and Learning		Achievement Gap	Strategies 5. Learning Environments and Social Interactions 7. Instructional Planning 8. Assessment 9. Professional and Ethical Practice 10. Collaboration	

<u>Assignment Descriptions</u>:

Program: Early Childhood, Elementary and Special Education **EDSP 365: Including Students with Diverse Needs in the Classroom**	
Assessment (point value)	**Description**
Reading guides and quizzes 100 pts	Students will be expected to complete a reading guide on each of the assigned readings (16 assigned readings @ 5 pts each). Quizzes will be generated from these reading guides as a formative assessment to ensure material is read and understood (20 pts).
Disability Categories: profile 100pts	Students will prepare a Powerpoint presentation covering an area of disability covered under IDEA. Powerpoint content will follow a rubric, and be posted on Discussion Board of Blackboard so that disability overviews can be accessed by the class.
Strategy: Profile 100 pts	Students will prepare a Powerpoint presentation covering strategies used to include students with disabilities in the general education curriculum. Powerpoint content will follow a rubric, and be posted on Discussion Board of Blackboard so that disability overviews can be accessed by the class.
Midterm 100 pts	Assessment to determine knowledge of history and legal supports for special education and inclusion.
Field Experience *Critical Performance 100 pts	Focus of these assignments will be to review school's use of pre-referral strategies, or Response-to-Intervention, and modification reports describing how lesson plans may be adapted to include students with disabilities into general education curriculum activities.
Final	Assessment to include cumulative information from the course,

100 pts	focusing on knowledge of IDEA, Due Process for pre-referral strategies including response to Intervention, referral for evaluation and placement into special services.

Grading Scale: **Total Points possible: 600**

Grading Scale:

A = 90-100% / 540-600 pts
B = 80-89% /480-539 pts
C = 70-79% /420-479 pts
D = 60-69% /360-419 pts
E = 59% and below /359 pts and below

Required Textbooks:

TEACHING IN TODAY'S INCLUSIVE CLASSROOM
Author: GARGIULO & METCALF
ISBN: 9780495097150
Edition: 2010

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:
1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <http://www.folio180.com/msuky/coe>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Course Evaluation: Mastery of content will be measured by the completion of assignments and examinations. All assignments are expected to be posted on Blackboard by midnight of the date they are due. Assignments will not be accepted in hard copy form or through email unless specified directly. Assignments and point values are described above.

Attendance Policy: Attendance is required and expected. Points will be awarded periodically for participation in in-class assignments and quizzes. If an absence is unavoidable, is the responsibility of the student to determine what was missed and if it may be completed. The instructor will only discuss make-up assignments for absences that have documentation to prove they meet the 'excused' criteria established by the University.

Academic Honesty: Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA): In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement: Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Course Calendar:

EDSP 365 001
Spring 2011 Tentative Daily Schedule

Date	Topic	Readings Due	Assignments Due
Week 1 1/18	Introduction Overview: Laws, Due Process Field Experience	Chpt. 1 Chpt. 2	Review syllabus Laws: Jigsaw Reflection
Week 2 1/25	Observation Context, modification report, data Disability Categories	Chpt. 3 Chpt. 4	Procedural Safeguards In-Class Assignment Disability Profile assigned
Week 3 2/1	Disability Presentations		Reading Guide Check-in (1-4)
Week 4 2/8	Response to Intervention	Assigned	WebQuest
Week 5 2/15	No Class		
Week 6 2/22	Range of Diversity: Multiculturalism Diversity Presentations Class and Poverty; Gender	Assigned	Case Studies / Reflection
Week 7 2/29	Discourse and Language of Diversity ELL; Dialect; Cultural Discourse	Assigned	
Week 8 3/7	Mid-term		*Field Experience / Critical Performance: Context Piece Due
Week 9 3/14	Differentiated Instruction / Universal Design Assessing and Evaluating Learner Progress	Chpt. 7 Chpt. 8 Chpt. 10	Reading Guide Check-in (7-10)
Week 10 3/21	Selection of Instructional Interventions Strategies	Chpt. 9 Chpt. 11 Chpt. 12 Chpt. 13	Strategy Profile assigned
Week 11 3/28	Strategy Presentations	Assigned	Reading Guide Check-in (9, 11, 12, 13)
Week 12 4/4	Collaboration	Chpt. 5	*Field Experience / Critical Performance: Accommodation Reports Due
Week 13 4/11	Review of Laws and Due Process Due Process Forms, Timelines, Paperwork		Mock Due Process
Week 14 4/18	Assistive Technologies	Chpt. 6	In-class assignment
Week 15 4/25	Behavioral Supports	Chpt. 14	Reading Guide check-in (5, 6, 14)
Week 16 5/2	Final Exam		During last regularly scheduled class meeting time