



## EDUCATION 244, SECTION Z: INCLUDING STUDENTS WITH DISABILITIES Spring 2012

Class Meeting Times: Tuesdays from 6:30-9:30 p.m.

Classroom: Main Campus, Priscilla P. Hurd Academic Complex, Room 330

**Instructor:** **Christie L. Gilson, Ph.D.**

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Hours: Tuesdays 8:30-10:00 a.m. and 5:00-6:00 p.m.  
Thursdays 8:30-10:00 a.m.

The above office hours will also be posted on my office door in PPHAC 318.

### Course Overview

This course is designed to familiarize students with current issues regarding special education services as they relate to students with disabilities, their families, and general education, the social model of disability, a historical perspective of special education services, special education laws and regulations at the federal and state levels, federal and state definitions, inclusionary practices, and researched-based methodologies.

### Course Goals/Learning Outcomes

- Students will explain the legal and ethical obligations which general educators assume when teaching students with disabilities.
- Students will demonstrate their familiarity with the pre-referral, referral, IEP, and 504 Plan processes as measured by their writing and in-class discussions.
- Students will utilize teaching strategies designed both to serve students with and without specific disabilities when presenting to their colleagues in class.
- Students will identify and explain recognized exceptionalities, referral procedures, identification criteria, and delivery formats.
- Students will describe and explain the components of disability culture, the social model of disability, and the diagnostic categories with which students with disabilities are often labeled.
- Students will identify issues pertaining to current trends, researched-based methodologies, and inclusionary practices as they relate to general education and special education.

# PDE Competencies

The Pennsylvania Department of Education lays out sets of competencies that all education students must meet, including competencies to teach in PreK-12 settings and specifically to teach students with disabilities and English language learners.

**CANDIDATE COMPETENCIES** from the PDE Framework for Grades Pre K-4, 4-8, 7-12 Program Guidelines as well as program guidelines designed for meeting the needs of English language learners and learners with disabilities (Note: EC refers to competencies listed in the PreK-4 framework. ML refers to competencies in the 4-8 framework. ACC refers to competencies for accommodating/adapting for students with disabilities. ELL refers to PDE guidelines for teaching English language learners.)

## STUDENTS ARE EXPECTED TO:

- have a knowledge of PreK-4 educational foundation in theory and policy in work with children (EC I. B1)
- develop concepts of culture (EC II. D1)
- recognize the central role that families play in the development of children with and without disabilities (EC IV. A1)
- recognize impact of children with disabilities on family systems and concerns of families with exceptional learning needs (EC IV. A3)
- know legal rights of families including laws related to family and student confidentiality (EC IV. A3)
- recognize variations in beliefs, traditions, and values related to children and learning across and within cultures including child rearing practices, parent/child interaction styles and discipline (EC IV. A4)
- recognize impact of differences in values, languages, poverty, socioeconomics and customs that can exist between the home and school (EC IV. A5)
- identify the impact of culture on one's own beliefs, values and behaviors (EC IV. A5)
- develop and sustain partnerships with families via respectful, ongoing, meaningful communication with family members (EC IV. B1)
- recognize when to involve families in the policy decisions of a program (EC IV. B2)
- recognize how to provide families with meaningful opportunities to be involved throughout their child's education including effective conferencing with families (EC IV. B3)
- strategies for keeping families informed of children's progress including working with linguistic and cultural interpreters for culturally and linguistically diverse families (EC IV. B4)
- develop skills to provide information about community resources, parenting education, and child development to families (EC IV. B5)
- develop awareness of community resources useful to families of children with and without disabilities (EC IV. B6)
- create positive social contexts for learning (EC V. A1)
- identify how the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society (ML, I. B4)
- legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed (ACC I.)
- demonstrate understanding of the legal rights and responsibilities of the teacher for special educational referral and evaluation and the rights and procedural safeguards that students are guaranteed. (ACC I. A2)
- demonstrate an understanding of possible causes and implications of over-representation of minorities in special education so as not to misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems. (ACC I. A3)

- demonstrate an understanding of the meaningful roles that parents and students play in the development of the student's education (ACC I. E5)
- demonstrate sensitivity towards multicultural and economic perspectives in order to encourage parent participation (ACC I. E6)
- demonstrate an understanding of how to support student and family communication and meaningful participation in the student's educational program (ACC I. E7)
- work collaboratively with all members of the student's instructional team including parents and agency personnel (ACC I. E8)
- demonstrate knowledge of language systems, structures, functions, and variation (ELL I. A1)
- identify socio-cultural characteristics of ELLs including educational background and demographics. (ELL I. B1)
- describe how ELLs' cultural communication styles and learning styles affect the learning process (ELL I. B2)
- describe how ELLs' cultural values affect their academic achievement and language development (ELL I. B3)
- identify bias in instruction, materials and assessments (ELL I. B4)
- demonstrate cross-cultural competence in interactions with colleagues: administrators, school and community specialists, students and their families (ELL I. B5)
- observe culturally and/or linguistically diverse instructional settings (ELL I. B6)
- describe the legal responsibilities related to serving ELLs (ELL II. C1)

## Required Textbooks

- Byrnes, M. (Ed.). (2010). *Taking sides: Clashing views in special education (5th ed)*. New York, NY: McGraw-Hill/Dushkin. (ISBN: 978-0078050039)
- Vaughn, S., Bos, C. S., & Schumm, J. S. (2010). *Teaching students who are exceptional, diverse, and at risk in the general education classroom (5th ed)*. Boston, MA: Prentice Hall PTR. (ISBN: 9780131381254)

## Attendance and Class Participation Policy

Group discussion and other collaborative, in-class activities constitute a significant part of this course. Because such activities are done only in class, student attendance is required. Poor attendance will negatively impact students' grades. A limited number of excused absences will be granted to students who notify the instructor before class that they will be absent and do one of the following:

- Bring the instructor a doctor's note verifying an illness for the day of the missed class.
- Ask the Health Center to email the instructor to verify that you went there to seek medical assistance.
- Notify the instructor of a serious illness or death in the immediate family. (The instructor will require an obituary or a note from a doctor.)
- Notify the instructor of a religious holiday that conflicts with the class date and time.
- Notify the instructor of a school-related activity that takes the student away from campus during the class meeting time. (This will require verification from the trip sponsor by email.)

Attendance means that the student is present in PPHAC 330 from 6:30-9:30 p.m. on Tuesdays. The use of cell phones and other electronic devices during class will result in an absence being recorded for that day. Laptops may be used only for class work. Students are expected to remain alert during class and are asked to refrain from engaging in off-topic discussion with their peers except during break times.

## Assignments

All assignments for this course should reflect the following criteria.

1. The assignment must represent your original work. I encourage you to reread Moravian College's academic honesty policy in the Student Handbook located at <http://www.moravian.edu/studentLife/handbook/>. The academic honesty policy will be followed in this course. Whenever you quote someone else or use an idea they came up with, you must cite their work properly to avoid plagiarism.
2. All assignments will be turned in by uploading them to the server whose path is given below. Assignment templates have been provided for you; you are expected to use them. Compose your assignment in a word processor such as Microsoft Word or Pages. Save your assignments as Microsoft Word files. Carefully edit all assignments for content, grammar, and proper spelling.
3. Because all assignments will be uploaded to a server, rather than being turned in on hardcopy, the filename you use for your assignment is critically important. Refer back to your syllabus to see how to name each assignment turned in. The proper naming convention will be written in parenthesis after the title of the assignment in the assignment description section of this syllabus. After the proper assignment name, use an underscore ( \_ ) then, write your last name. For the In-Class Debate, my file would be named ICD\_Gilson.doc.
4. Double space your assignment and use 12-point. Rather than manually using italics, bold, or underlining to title the various sections of your paper, use the heading levels within Word.
5. Upload your assignment to the server before the class date and time when it is due. Never delete your assignments from your personal computer, memory devices, or file storage until your final grade for the course has been given in December. Here is the path to the server: Students\\X:\courses\2012Spring\educ244z\work\[your last name]. You should see a folder name matching your last name.

### ***Mac users***

- Use the 'Go' menu and select 'Connect to Server'.
- In the 'Server Address' field, type 'smb://pawm/students' (no quotes) and click on the 'plus' sign button to add it to your 'Favorite Servers'.
- Click the 'Connect' button. You will be prompted for your network credentials. You can leave "server" field blank
- Click the 'Connect' button.
- A new window will open, listing alphabetical letters and 'Courses' folder.
- Open the 'Courses' folder, '2012Spring' folder, and the folder named after your course.
- You should see a 'work' folder, and within it, a folder name matching your last name.

### ***Windows PC users***

- Open Windows Explorer and navigate to: X:\courses\2012Spring\educ244z\work\[your last name] or you can use the full path \\pawm\students\courses\2012Spring\educ244z\work\[your last name]

- Important Note: If you are copying files from your personal folder on the 'Students' share to your course folder, remember to use COPY and not MOVE. COPY will keep the original file in your personal folder, and COPY the file to the course folder.
- COPY will keep the network security permissions of the destination folder (courses folder). [To copy in Windows – highlight the file, right click on it and drag it to its destination folder]
- MOVE will move the file out of your personal folder and into the course folder. MOVE carries the original network security settings with it to the destination (courses folder) so your instructor will NOT be able to view the document.
- If you would like to upload your assignments from off campus, you may do so using a free FTP client such as WS-FTP or CuteFTP. You can find more information about FTP'ing in AMOS under Administrative Services, Center for Information Technology, network resources, FTP Instructions. If you plan on uploading from on campus, you will be able to view the student drive (x: ) once you log into the network.

### ***FTP settings are as follows***

Host: <ftp.moravian.edu>

Username: Moravian/[YOUR STUDENT ACCOUNT]

Directory: /stfiles or /stfiles/courses

6. Logical structure, well-organized prose, proper grammar usage, and correct spelling are expected in all assignments. Note that in accord with English writing conventions, a paragraph must consist of at least three sentences. Any student who is concerned about the content of her/his assignment may visit the instructor during office hours to receive preliminary feedback before the assignment due date.

## **Assignment Descriptions**

### ***In-Class Debate (10 points; ICD)***

The purpose of this assignment is for you to thoroughly familiarize yourself with the Byrnes readings for a given week and to facilitate an in-class debate about those issues. For this assignment you will prepare:

1. A spoken and PowerPoint summary of both the affirmative and negative articles within the reading assignment for the week to be presented in class. In order to explain the debate thoroughly as a reminder to your classmates, include in your presentation:
  - a. The names of the authors of the articles
  - b. The titles of the articles
  - c. A clear explanation of both sides of the debate
  - d. Three justifications the authors use to bolster their arguments (Therefore, there should be a total of six arguments, since there are at least two sides to each debate.)

Upload your PowerPoint to the server at least 30 minutes before the class period during which you will present.

2. Provide a handout of the main points of your debate for your classmates. The handout should contain
  - a. your name
  - b. the debate title in the Byrnes text

- c. at least three of the arguments for each side of the debate. Simplify the arguments in the handout, as compared to those you present yourself, to allow the participants to quickly grasp the main points.

Upload your handout to the server at least 30 minutes before the class during which you will debate. Provide hardcopy handouts for all of your classmates.

3. Determine a way to split up the class so that all of your colleagues are engaged in a debate of the issue. You may divide the class up into two groups. Or, you may assign selected class members various roles (e.g., time keeper, task master, etc.)
4. The class is to debate your issue for approximately 10-15 minutes. Ensure that no person dominates the discussion, preventing others from having their say. If the debate lags, it is your responsibility to bring up new points to keep the class engaged. You are also to ensure that all students verbally participate in the debate.
5. You will be graded on your familiarity with the issues assigned to you. Your handout and PowerPoints' clarity, thoroughness, structure, organization, and mechanics will be assessed as well. Most importantly, your ability to facilitate a debate within the class will be evaluated.

### **In-Class Debate Assessment Checklist**

Note: Two of the ten points given for this assignment will come from an average of the assessments your peers give you. Both your peers and the instructor will use the following checklist to assess your debate presentation and facilitation.

Component	# of Points	Points Earned
thorough, clear, well-prepared and presented PPT	2	
your familiarity with and ability to explain the issue you presented	2	
competently-facilitated debate	4	
average of peer assessments	2	
total points	10	

### ***Partnered Instruction Presentation (15 points; PIP)***

The purpose of this presentation is for you to study instruction for students with disabilities in a discipline closely related to your certification area. A secondary purpose is for you to engage your peers in a critical discussion of the instructional strategies shown in your video clip.

You will partner with one person in class closely related to your certification area. You will either choose one of the chapters listed below from the Vaughn text

- Chapter 12
- Chapter 13
- Chapter 14
- Chapter 15
- or Chapter 16

or you will select and research a certification area not covered in the Vaughn text. Examples of areas not covered include, but are not limited to,

- music
- art
- psychology (e.g., career counseling)
- and foreign languages.

You will prepare the following as assignment products:

1. a 1,000-word or more handout for your classmates. This handout should have been prepared in Microsoft Word. Upload a copy of the handout to the server at least 30 minutes before class. Copy enough handouts for all of your classmates. Proofread and spell-check your handout for professional English usage.

The handout must contain

- a. the name of the certification area you are presenting about
  - b. the chapter number and name from the Vaughn text (if any)
  - c. Include a list of at least five instructional strategies you can use specifically for students with disabilities in your certification area. These can be drawn from the Vaughn text or from any other academic, peer-reviewed source.
  - d. List at least 10 websites your peers can access for further information. Provide a one-sentence summary of each website that describes the contents of the website.
  - e. List at least three peer-reviewed journal articles related to the instructional strategies you presented about. Provide full citations for each academic article, and briefly summarize the articles without plagiarizing.
2. a PowerPoint presentation including:
    - a. an introduction of yourself
    - b. identification of your certification area
    - c. a description of the media clip or photographs you located
    - d. a justification for why you chose this media presentation

The main purpose of the PowerPoint presentation is to present visual media related to the instructional strategies you are presenting about. Pictures or videos of students with disabilities engaged in learning are preferable. Each picture or video scene must contain a descriptive caption that outlines the who, what, when, where, and how of the picture shown. The media portion of the PowerPoint should last no longer than five minutes.

After the media clip has been shown, your task is to engage your peers in a critique of the teaching methods shown in the clip.

- a. Describe what the teachers did well.
- b. Describe what the teachers could improve on.
- c. Make any relevant observations about student learning during the clip.
- d. Ask your peers what their impressions of the clip were.

Practice the PowerPoint ahead of time to ensure that the technology in the room works with your file. Avoid lingering on the introduction or the media clip if that means you rush through the critique and question and answer portions. Your total PowerPoint presentation should be no longer than 10 minutes

### Instructional Presentation Assessment Checklist

Component	# of Points	Points Earned
handout contains all elements asked for in the syllabus and is professionally prepared	5	
PowerPoint presentation is polished, visual media and descriptions are well-done and related to the assignment, and the presentation stays within the specified time limit	5	
presenters actively engage the class in discussion	2.5	
presenters' knowledge is comprehensive, presentation is engaging, and presenter projects confidence	2.5	
total points	15	

### ***Hands-On Assignment (10 points; HOA)***

The purpose of this 10-point assignment is for you to explore societal barriers related to disability. Select one of the two assignment options below and complete it as directed.

#### **Service Learning Assignment**

You will sign up for and volunteer at a homeless shelter. Though you may select any homeless shelter in the area to serve at, there is one very close to campus every Friday night between now and the end of March. It is located at College Hill Moravian Church (72 W. Laurel St.).

In order to complete the assignment, you will volunteer for 2.5 hours or spend the night at the shelter. Your participation will be verified by the person(s) overseeing the shelter. It is your responsibility to ensure that they email the instructor a verification of your service learning.

After you have completed your shelter hours, write a 1,500-word paper that describes:

1. the activities you engaged in to assist the guests
2. the personal connections you made with the guests
3. the realizations you came to about the disabilities many homeless people have
4. the realizations you came to about your comfort level in interacting with people with disabilities
5. the realizations you came to about the other volunteers who served the guests with disabilities



### *Service Learning Assignment Assessment Checklist*

Component	# of Points	Points Earned
attendance verification	1	
volunteer activities described thoroughly	3	
interpersonal connections with guests explained	3	
realizations about the disabilities of the guests identified	1	
realizations about your reaction to disability identified	1	
realizations about the volunteers serving the guests identified	1	
total # of points	10	

### **Architectural Accessibility Assignment**

The purpose of this assignment is for you to gain hands-on experience in architectural accessibility for people with disabilities. Browse to the U.S. Department of Justice's website at <http://www.ada.gov/checktxt.htm> to download The Americans with Disabilities Act Accessibility Guidelines; then, do the following.

1. Print out at least five pages of these guidelines and visit a local venue of your choosing. Examples of venues include, but are not limited to,
  - campus buildings
  - restaurants
  - bars,
  - stores
  - schools
  - playgrounds
  - libraries
  - exercise facilities.Should you wish to assess a venue other than the ones listed here, consult your instructor to see if that venue is covered under the ADA.
2. Analyze the venue for physical barriers to accessibility for people with disabilities based on the accessibility guidelines. You need not complete the entire checklist. However, you must locate at least three accessible features of the venue and three inaccessible features, according to the ADAAG. Prepare a written report of your findings including the following:
  - a. Concrete information about the venue you investigated
  - b. List the name, full mailing address, phone number, and website of the venue you surveyed for physical access.
  - c. Provide the name(s) and professional title(s) of the venue representative(s) who accompanied you, if any.

- d. List three accessibility features that were present in the venue you surveyed. Describe them in enough detail so that someone who had never been to your location could understand your meaning. Provide measurements for specific features you describe.
  - e. List three barriers to access you discovered at the venue you surveyed. Again, be thorough enough to orient your reader well to the concerns you have identified. Provide measurements of the features you explain.
  - f. Describe how you communicated your findings to the venue representative(s). If you chose not to communicate your findings, explain why.
  - g. As you think back on what you discovered in terms of accessibility in the venue you surveyed, what stands out in your mind most? Explain comprehensively.
3. Turn in the ADAAG print out including your hand-written notes on the day of class when the assignment is due. Staple or paperclip your ADAAG print out. Clearly write your name on your print out. Personally hand your instructor the hardcopy ADAAG printout you used during your accessibility survey. The instructor will evaluate the extent of your hand-written notes you took about your venue of choice.
  4. For the other portions of the assignment, adhere to normal guidelines for uploading. Not counting your ADAAG print out with hand-written notes, your assignment should be at least 1,500 words in length.

#### *Architectural Accessibility Assignment Assessment Checklist*

Component	# of Points	Points Earned
name and contact information for venue provided	.5	
level of detail in paper demonstrates that student visited the venue when evaluating the accessible and inaccessible features identified	1	
3 accessible features identified and explained	3	
3 inaccessible features identified and explained	3	
personal reaction to discoveries made is thorough and demonstrates analytical thinking	2	
checklist printout with hand-written notes is provided	.5	
total points	10	

#### ***Guest Speaker Essay (10 points; GSE)***

In this assignment you will write a reflective essay involving one of the guest speakers we will welcome to class this semester. The instructor will assign you a guest speaker for your 1,000-word essay.

Thoroughly examine the following topics in your essay:

In one paragraph of no more than 250 words, recount the guest's affiliation with disability. In doing so, include:

1. In one paragraph of no more than 250 words, recount the guest's affiliation with disability. In doing so, include:
  - A. the guest's name
  - B. the guest's disability or disability specialization
  - C. other pertinent biographical information about the guest that you deem relevant for this course

- D. Describe three particularly meaningful points, quotations, or metaphors your guest used to illustrate his/her presentation. Explain why you chose these three.
- E. With what about the guest's presentation do you disagree? Your disagreement could be based on an impression or on fact.
- F. Examine how the guest speaker's presentation applies to your future career as a teacher. What realizations or questions did the guest speaker's presentation leave you with.

### Guest Speaker Essay Assessment Checklist

Component	# of Points	Points Earned
biographical and disability information of presenter is coherent	2	
3 points about guest's presentation thoughtfully-chosen and explained	3	
aspect of presentation you disagree with is delineated well	2	
implications for your practice as a teacher demonstrate analytical thinking	3	
total	10	

### ***Participatory, Universally-Designed Lesson (15 points; PUDL)***

The purpose of this assignment is for you to design a lesson for all students in your imaginary classroom. In your imaginary class are students of varying ethnic, socio-economic, linguistic, cultural, and ability backgrounds. You will choose a more common disability for one of your students to have from the following list:

- attention-deficit hyperactivity disorder
- mathematical learning disability
- reading learning disability
- speech disorder
- emotional disorder
- behavior disorder

You will carefully review the chapter of the Vaughn text that applies to the disability of the student you have chosen. You will develop a five-minute mini-lesson to teach to your peers in our class. In preparing your lesson, do the following:

1. Introduce yourself as the class teacher, and remind the students what grade they are in and what subject you are teaching them.
2. Explain what learning objective you would like all of your students to learn.

3. Pick one or more instructional strategies you will use to teach the learning objective to all of your students, including the student with the disability you have chosen.
4. In planning your lesson, be careful not to single out the student with the disability.
5. Assign one of your peers from our class to be the student with the disability. To prepare that student for her/his role, print out and upload to the server a handout containing:
  - A. the disability diagnosis
  - B. a lay-person's definition of the disability to refresh your peers' memory
  - C. suggestions on how the peer with the assumed disability might manifest the disability during your lesson
  - D. cautions to help your peer who is acting out the disability to avoid making fun of students with that disability
6. In teaching your lesson to our class, you may use media presentation software, but the most important thing to keep in mind in terms of presentation is that your lesson must be highly interactive. In keeping with the tenets of universal design, your instructors and your peers will evaluate you on the following checklist. Three of the fifteen total points for this assignment will consist of an average of your peers' evaluations of your lesson.

#### Participatory, Universally-Designed Lesson Assessment Checklist

Component	# of Points	Points Earned
lesson objective, subject area, grade level, and student's disability clearly articulated	3	
handout for peer assuming disability contains all elements asked for in syllabus	5	
mini-lesson contains multiple means of representation	2	
mini-lesson contains multiple means of expression	2	
averaged peer evaluation of teacher's lesson	3	
total	15	

## ***Standards and Curriculum Adaptation Assignment (15 points; SCAA)***

Students with intellectual disabilities will require adaptation of the standards and curriculum from which you typically teach in order to participate meaningfully in your classes. In this assignment you will be paired with someone from a certification area close to your own. You will utilize the Pennsylvania Department of Education Standards Aligned System ([www.pdesas.org](http://www.pdesas.org)) to carry out this assignment. Select a subject area and a particular grade level to teach for purposes of this assignment. Navigate to the PDE SAS website and familiarize yourself with the standards and anchors that apply to your chosen subject area and grade level. Select a specific standard you would like to use to develop a lesson for all of your students.

Then, review Chapters 9 and 10 of the Vaughn text and select a standard for a grade level three years earlier than the one you previously identified. This standard will be used to develop an adapted lesson for the student with the intellectual disability in your class. In developing this lesson, include: (taken in part from <http://www.pdesas.org>)

1. At least 1 big idea: Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
2. At least two concepts: Describe what students with intellectual disabilities should know (key knowledge) as a result of this instruction.
3. At least two competencies: Describe what students with intellectual disabilities should be able to do (key skills) as a result of this instruction.
4. One of your concepts and one of your competencies must be related to socialization or life skills, rather than to academics.
5. Describe how you will differentiate the instruction for the student with the intellectual disability in your class. Be sure to address:
  - a. what instructional strategies you will employ to teach the two concepts and two competencies identified above while still teaching the rest of your students effectively
  - b. what materials the student with the intellectual disability will be provided with for each session of instruction
  - c. how you will assess the student with the intellectual disability's learning
6. What questions does this assignment leave you with? Which parts of this assignment were particularly difficult to prepare? How else might you have gone about designing this lesson?

### Standards and Curriculum Adaptation Assignment Assessment Checklist

Component	# of Points	Points Earned
subject area, grade level, original standard and standard for student with intellectual disability identified	1	
big idea is applicable for all students in your class	1	
2 concepts to be taught clearly described	2	
2 competencies to be taught clearly delineated	2	
instructional strategies tied to content to be taught and to the needs of students with intellectual disabilities	3	
materials used make the tasks to be completed more concrete	1	
assessment of student learning is tied to the standard and big idea on which the lesson was based	2	
questions left with after working on assignment demonstrate insight as a teacher	3	
total points	15	

### ***Final Portfolio (15 points; FP)***

The purpose of this assignment is to provide you the opportunity to reflect back upon what you have learned as a result of engaging in the required readings, class discussion and activities, and course assignments in Education 244 over the past semester. The two strands of teacher preparation related to students with disabilities, instructional strategies and the examination of belief systems, explored during the semester will form the bases of this assignment. With each of the components identified below, you are to display the depth of your comprehension. As the final assignment for this course, the instructor expects your very best work, demonstrating your ability to meticulously apply what you have learned in this course to the teaching profession.

1. How have I grown as a pre-service teacher as a result of taking Education 244? If you feel you have not grown, describe your current understanding. In answering this question, you must reflect on at least two of the following:
  - in-class discussions
  - assigned readings
  - course assignments
  - or guest speaker presentations.

Concreteness is expected.

2. As a professional teacher, you will continue learning. To that end, what areas of including students with disabilities in your classes do you still want to know more about? Further inquiry might involve

investigation of a certain disability, other instructional strategies, curriculum, accessible materials, or other topics approved by the instructor. How do you intend to continue your own development in these areas as a teacher? In developing this section, include five academic sources for furthering your learning. Prioritize the research you intend to do.

3. You will choose to focus on one of your previously-turned-in assignments which needs most improvement.
  - Partnered Instructional Presentation
  - Participatory, Universally-Designed Lesson
  - Standards and Curriculum Adaptation Assignment

You will revise this assignment according to your instructor's feedback and your own ideas for improvement. Include reference to at least two new portions of your textbooks in revising your assignment. After the revised assignment has been pasted into the provided template, write one paragraph per substantial revision to the content of your assignment/lesson. Describe what was revised, how it was revised, and why it was revised. Write a separate paragraph about mechanical concerns that you have revised.

4. The last section of your portfolio will focus on the assignment you turned in for this course about which you are most proud. Paste the assignment into the template. Write a paragraph explaining why you are proudest of this assignment. Write a second paragraph that ties this assignment to your passion for teaching.

### Final Portfolio Assessment Checklist

Component	# of Points	Points Earned
belief systems reexamined thoughtfully and candidly	3	
areas of future research and 5 academic sources identified	2	
careful revisions and reflection about assignment most in need of improvement demonstrate critical thinking	5	
reasons for selecting assignment most proud of exhibit passion and analytical thinking	5	
total	15	

## ***Reading Reflections (10 points; RR)***

The purpose of these exercises is to encourage you to reflect upon the readings assigned each week for class. Reading Reflections will be due at 5:00 pm Monday except the first and last weeks of class.

Therefore, you will be expected to turn in a total of twelve reflections. Reflections turned in late will receive no credit. Before 5:00 p.m. on each Tuesday that a Reading Reflection is due, you are to add to your RR template file the following.

1. Three quotes from any of the readings due for that week's class.
2. Under each quote write a one-paragraph reflection on the quote that explains what that quote meant to you. You might react by stating whether you agree or disagree with the quote. Or, you might identify parts of the quote you find confusing or perplexing. Alternatively, you might offer some observations about the appropriateness of the quote for the audience for which it is intended. The purpose of the three reflection paragraphs you will write per week is to demonstrate to the instructor that you have thought seriously about the content of your reading assignments. In line with English writing conventions, paragraphs must contain at least three sentences.

### ***Reading Reflection Assessment Checklist***

This assignment is worth a total of 10 points. Your instructor will not update your RR score on a weekly basis but will read your RR's every week. Each RR is worth 0.83 points.

Reading Reflection #	Amount Earned	Comments
RR1		
RR2		
RR3		
RR4		
RR5		
RR6		
RR7		
RR8		
RR9		
RR10		
RR11		
RR12		
total points	10	



## ***Professionalism (up to 10 points deducted from overall course grade)***

As teachers, we are expected to behave in a professional manner at all times while in our respective work settings. In Education244, Section z, your professionalism will be assessed using the following criteria.

### **1. Class Participation**

A portion of the students' grade will be used to assess the quality of class participation. Students who consistently, thoughtfully, and respectfully contribute to class discussions, demonstrate knowledge of reading assignments, and actively write and edit in-class assignments will receive full credit for in-class participation. It is your responsibility to assertively participate in class discussions. Copeland (2005) believes that students should ask deep questions to ignite their understanding and to encourage their peers to think critically. Rather than a transmission model of education in which I reiterate facts from the required texts that you dutifully write down, I will encourage you to examine contemporary education issues in depth during class discussions.

### **1. Respect for Others**

Respectful interactions with others are essential. Being kind to other students who share their opinions during class, even if you do not agree with them, is expected. When discussing grades for individual assignments with the instructor, remaining respectful is appreciated. When emailing the instructor, do not just email attachments without explanations. Instead, explain what the purpose of the email is.

### **2. Class Attendance**

Just as you will be expected to be on time and to stay until the day is over when teaching, you are expected to be in this class on time and to remain until class is over. Attendance will be evaluated by the instructor hearing your voice during in-class participation and by the turning in of periodic Quick Write assignments during the semester.

### **3. The language we use when referring to students and others with disabilities matters, since it impacts the way we think about and interact with people with disabilities. Class time will be devoted to explaining appropriate language to employ when referring to people with disabilities. The instructor will model this language; students are expected to use appropriate language in their in-class conversations and written assignments.**

### **4. Students who turn in work after the due date/time of any assignment are expected to explain the reason for the late assignment in an email to the instructor as soon as they know their assignment is to be late.** Students are to notify the instructor of when they will turn in their assignment. The instructor will reduce the grade of the work turned in late; in deciding the amount of reduction, length of lateness, student communication with the instructor, and any other relevant factors will be considered. The instructor reserves the right to change the date by which late work must be turned in for students to receive partial credit.

### Professionalism Assessment Checklist

Note: You will not earn points towards a professionalism grade. Rather, up to 10 points of your overall course grade will be deducted, should any of the concerns explained above be problematic in your case.

Component	# of Points	Points Deducted
class participation and timeliness	3	
professional interaction with classmates and instructor	2	
appropriate disability language	2	
punctuality of assignments uploaded	3	
total points	-10	

### Assignment Point Distributions

Assignment	# of Points
In-Class Debate	10
Guest Speaker Essay	10
Hands-on Assignment	10
Partnered Instructional Presentation	15
Participatory, Universally-Designed Lesson	15
Standards and Curriculum Adaptation Assignment	15
Reading Reflections	10
Final Portfolio	15
Professionalism	potentially -10

## Grading Scale

The total number of points a student can earn in the class is 100. The instructor reserves the right to use qualitative judgment when making determinations of grades for assignments and the final course grade.

94-100	A	Superior knowledge regarding
90-93	A-	
87-89	B+	
84-86	B	More than adequate knowledge
80-83	B-	
77-79	C+	
74-76	C	Basic knowledge needed to
70-73	C-	
67-69	D+	
64-66	D	
60-63	D-	
0-59	F	

## Accommodations

*Day students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (610-861-1510; [jkempfer@moravian.edu](mailto:jkempfer@moravian.edu)). Comenius Center students who wish to disclose a disability and request accommodations for this course must contact Dr. Donna Smith, Dean of the Comenius Center, (610-861-1400; [medgs01@moravian.edu](mailto:medgs01@moravian.edu)). Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided unless the instructor has received appropriate authorization. *The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.**

## Note:

This syllabus and the following Class Schedule are subject to change.

## Class Schedule

Class Date	Topic	Readings Due	Assignment/Assessment
1/17/12	Introductions	Syllabus	
	Legislation, Educational Referral, and Placement	VB&S Chap. 1	
1/23/12	Add/Drop Deadline		
1/24/12	Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder	VB&S Chap. 6	RR 1
	Situating Students with Disabilities within American Education	B Issue 13	Instructor-Modeled ICD
1/31/12	Guest Speaker: Joe Kempfer	VB&S Chap. 2	RR 2
	Response to Intervention	B Issue 16	ICD 16
2/7/12	Emotional and Behavior Disorders	VB&S Chap. 8	HOA; RR 3
	The Mental Health of Children	B Issue 17	ICD 17
2/14/12	Guest Speaker: Robbie Graves; Managing Student Behavior and Promoting Social Acceptance	VB&S Chap. 5	RR 4
	Discipline and Students with Disabilities	B Issue 4	ICD 4
2/21/12	PIP Presentations	VB&S Chaps. 12, 13, 14, 15, or 16	PIP; RR 5
2/28/12	Cultural and Linguistic Diversity	Skimming of VB&S Chaps. 3 & 4	RR 6
	Working with Parents	B Issue 20	ICD 20
3/6/12	Spring Break	No class.	
	Spring Break	No class.	
3/13/12	Guest Speaker Rebecca Dubin; Communication Disorders; PUDL Presentations	VB&S Chap. 7	PUDL; RR 7
	The Ramifications of Disability Labels	B Issue 1	ICD 1
3/18/12	Physical Disabilities and Other Health Impairments	VB&S Chap. 11 (Pertinent sections)	RR 8
	Revisiting ADHD	B Issue 18	ICD 18

3/27/12	Intellectual Disabilities	VB&S Chap. 10	RR 9
	Accommodations for Students with Intellectual Disabilities	B Issue 12	ICD 12
3/30/12	Last Day to Withdraw with "W"		
4/3/12	Autism Spectrum Disorders	VB&S Chap. 9	RR 10
	Treatment for Autism Spectrum Disorders	B Issue 19	ICD 19
4/10/12	GS: Debbie Rozear and Tony Swartz; Blindness and Low Vision	VB&S Chap. 11 (pertinent sections)	SCAA; RR 11
	Special Education Service Delivery	Issue 9	ICD 9
4/17/12	Guest Speakers: Panel of Students with Disabilities and Teachers from Bangor High School, Mimi and Stacey Ludwig; Deafness and Hearing Loss	VB&S Chap. 11 (pertinent section)	RR 12
	Overrepresentation of Minorities in Special Education	B Issue 3	ICD 3
4/24/12	Guest Speaker TBA; Assessment and Differentiated Instruction		
	Wrap Up; Course Evaluations		GSE; FP