



## EDUCATION 244, SECTION Z: INCLUDING STUDENTS WITH DISABILITIES Fall 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

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). *Cases for reflection and analysis for exceptional learners: An Introduction to special education (11<sup>th</sup> ed)*. Boston, MA: Pearson Education.

- 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.

## 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. At the beginning of the course, you will download the templates for all assignments from the server. When a given assignment is due, you will write your assignment in the template you have previously downloaded and will upload it to the server.
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\2012Fall\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://pawn/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, '2012Fall' 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\2012Fall\educ244z\work\[your last name] or you can use the full path \\pawn\students\courses\2012Fall\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**

### ***IEP from Case Study (15 points; IEPCS)***

The purpose of this assignment is to help you apply what you have learned about Individualized Educational Programs (IEP's) to students described in the Hallahan et al. text. You will select a case study from the Hallahan et al. text about which to prepare a 2000-word paper that addresses all of the following components. In preparing your paper, I would draw your attention to the IEP template provided in the "Student Resources" folder on the server.

1. Describe the case study in enough detail to orient a reader who has never read it in the Hallahan et al. text. Be sure to include a listing of the student with the disability's strengths and challenges in academics and socialization settings. Identify what type of placement the student is in and make an argument as to whether that placement represents the least restrictive environment (LRE).
2. Provide a summary of the student's present level of educational performance (PLEP). Examine how the child's disability impacts his/her involvement and progress in the general education curriculum.
3. List three specific, observable, and measurable goals for the case study student to accomplish. Specify how long you, as part of the IEP team, think it will take the student to accomplish those goals.

4. Identify what special education, related services, supplemental aids and services, assistive technology, program modifications, and support for personnel are necessary to achieve the IEP goals.

5. Given the student's PLEP, how will s/he participate in district and state-wide assessments? In answering this question, address the student's academic achievement and functional performance. Indicate what, if any, legally-allowable accommodations the student will be provided to participate in standardized tests or alternate assessments.

6. Describe any transition services needed as the case study student moves from their current grade to the next one.

7. Create a plan for how you will notify the case study student's parents or guardians about their child's progress in school. Suggest some appropriate ways you can collect and disseminate academic, socialization, and behavioral data to the student's parents.

As you write this paper, keep the following tips in mind.

1. Though Hallahan et al. sometimes leave the case study students' eligibility for special education services in question, you will assume that the student is eligible for purposes of this assignment.
2. This assignment will demand a considerable amount of thinking to ensure that all of the content fits together well. For example, your answer to Question 4 depends upon your answer to Question 2. Well-written papers will demonstrate the intricate relationships between all of the questions posed above.
3. Whereas general educators are typically trained to focus almost exclusively on the academic performance of their students, many students with disabilities require attention to socialization and behavioral goals as well.

### IEP from Case Study Assessment Checklist

Component	# of Points	Points Earned
Student's academic and social situation, strengths, challenges, and educational placement are described.	2	
PLEP and student's level of participation in general education curriculum are concretely explained.	2	
3 specific, observable, and measurable goals created; length of time for goal completion is estimated.	3	
Any services needed for goal attainment are specified. If no services are listed, a justification for why they are not is given.	2	
Legal accommodations for district and state-wide tests are delineated. If none are provided, the reasons why are explained.	2	
Appropriate transition services, given the student's age, are listed.	2	
Comprehensive data collection and dissemination plan for parents or guardians is provided.	2	
total	15	

## ***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 500-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. One strategy must address how struggling readers will be assisted to navigate texts and examine texts from multiple perspectives.
  - 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 yourselves
    - b. identification of your certification area(s)
    - 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. How were the reading needs of students addressed?
- d.
- e. Make any relevant observations about student learning during the clip.
- f. 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 of the instructional strategies, including those that address reading.	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.

#### 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 paper clip 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 1,000 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	10	

### ***Adult with a Disability Interview (10 points; ADI)***

This assignment is designed to help you become comfortable interacting with people with disabilities. You are to locate a person with a disability to interview face-to-face. Email, phone, and other distance forms of communication are not permitted. You will prepare a list of at least ten questions ahead of time to ask your interviewee. Your questions must be clear, concise, and unique. Avoid yes/no questions. Avoid double barrel questions. Plan how you will take notes or capture your interviewee's words. The interview should last fifteen to thirty minutes. Write a paper of at least 1000 words which thoroughly covers the following components:

1. an introductory paragraph with sentences describing the person you interviewed. Give her or his approximate age, the disability, the person's living situation, the educational setting the interviewee experienced, the person's employment status, and any other information you feel is relevant. In describing the disability, list the diagnosis (medical name of the disability) and the prognosis (how the disability is expected to impact the person in the future).
2. an informational paragraph that articulates how you located the interviewee. Explain your method for taking notes during the interview. What sorts of words did the interviewee use when describing her/his disability? What body language did the interviewee employ in communicating with you?
3. List your ten questions verbatim. After each question provide complete sentences that relay the answers the interviewee gave you during the interview. You may either summarize the person's words or quote from him/her directly. A combination of the two is preferred.
4. a paragraph describing what you learned during the interview. Include facts that you learned; feelings you had prior to, during, and after the interview; and any realizations you came to about teaching students with a disability similar to that of the person you interviewed.

### ***Adult with a Disability Interview Assessment Checklist***

Component	# of Points	Points Earned
Clear, well-organized introductory paragraphs with all components asked for in syllabus.	2	
10 interview questions; 10 clear and thorough answers.	5	
Summary/in-depth reflection paragraph containing all elements asked for in syllabus.	3	
total	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 750-word essay.

Thoroughly examine the following topics in your essay:

1. In one paragraph, 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
2. Describe three particularly meaningful points, quotations, or metaphors your guest used to illustrate his/her presentation. Explain why you chose these three.
3. With what, if anything, about the guest's presentation do you disagree? Your disagreement could be based on an impression or on fact.
4. 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 to assist students with print reading disabilities (one of which is your instructor).	2	
Mini-lesson contains multiple means of expression to assist students who struggle with writing or speaking.	2	
Averaged peer evaluation of teacher's lesson.	3	
total	15	

### ***Adapted Lesson Plan (20 points; ALP)***

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 write this lesson plan.

Select a subject area and a particular grade level to teach for purposes of this lesson plan. You may alter a lesson plan you have developed for another course. 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.

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 these two lessons, include: (taken in part from <http://www.pdesas.org>)

1. List the grade level and content area you will be teaching for purposes of this lesson.
2. Provide the standards upon which your typical lesson and adapted lesson are based.
3. Create a scenario of a student with an intellectual disability who is in your class. Provide the student's name, chronological age, present level of educational performance, and IEP goals. This scenario will drive the adapted lesson.
4. Develop 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.
5. Articulate at least two concepts: Describe what students with intellectual disabilities and the rest of your students should know (key knowledge) as a result of this instruction.

6. Delineate at least two competencies: Describe what students with intellectual disabilities and the rest of your students should be able to do (key skills) as a result of this instruction.
7. Keep in mind that one of your concepts and one of your competencies must be related to socialization or life skills, rather than to academics.
8. 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 and the rest of your students will be provided with for each session of instruction Pay particular attention to selecting materials that match all of your students' reading levels. Insert samples of the materials you will use to teach your lesson.
  - c. how you will assess the student with the intellectual disability's learning In developing this assessment, examine whether the student with the intellectual disability's assessment will be used as part of a portfolio for the Pennsylvania Alternate System of Assessment.
9. 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?

### Adapted Lesson Plan 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.	2	
Scenario developed indicates that assigned readings were carefully consulted.	2	
2 concepts to be taught clearly and thoroughly 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	
The materials used make the tasks to be completed more concrete.	3	
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	20	

### ***Class Reflection Essay (5 points; CRE)***

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 discussions 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?
3. When looking back at the assignments you have completed for this course, which one did you find most difficult? Explain why.
4. Which of your assignments for this course are you most proud of? Explain the factors that make you proud.

### Class Reflection Essay Assessment Checklist

Component	# of Points	Points Earned
Belief systems reexamined thoughtfully and candidly.	2	
Areas of future research identified.	1	
Most challenging assignment identified and reasons for difficulty explained.	1	
Reasons for selecting assignment most proud of thoughtfully articulated.	1	
total	5	

## ***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
RR1	
RR2	
RR3	
RR4	
RR5	
RR6	
RR7	
RR8	
RR9	
RR10	
RR11	
RR12	
total	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.

### **2. 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.

### **3. 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.

4. 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.

5. **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	
Use of appropriate disability language in discussions and writing.	2	
Punctuality of assignments uploaded.	3	
total	up to -10	

### Assignment Point Distributions

Assignment	# of Points
IEP from Case Study	15
Guest Speaker Essay	10
Hands-on Assignment	10
Partnered Instructional Presentation	15
Adapted Lesson Plan	20
Participatory, Universally-Designed Lesson	15
Reading Reflections	10
Class Reflection Essay	5
Professionalism	up to-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 Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

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)).

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
8/28/12	Introductions; legislation, educational referral, and placement	Syllabus; VB&S Chap. 1	
9/4/12	Add/Drop Deadline		
9/4/12	Response to intervention and collaboration	VB&S Chaps. 2 & 3; What do we do with Jim?	RR 1
9/11/12	Cultural and linguistic diversity	VB&S Chaps. 3 & 4; Should I take Juanita Pope?	RR 2
9/18/12	Managing student behavior and promoting social acceptance	VB&S Chap. 5; Never Give Up	HOA; RR 3
9/25/12	Legal assessments; universal design	Readings TBD; Filling Mr. K's Shoes—not	RR 4
10/2/12	PIP Presentations	VB&S Chaps. 12, 13, 14, 15, or 16; The Red Belt	PIP; RR 5
10/9/12	Fall Break	No class.	
10/16/12	Autism spectrum disorders	VB&S Chap. 9; Getting to Know Chase	RR 6
10/23/12	Communication Disorders	VB&S Chap. 7; Albert says what?	ALP; RR 7
10/30/12	physical disabilities and other health impairments	VB&S Chap. 11 (pertinent sections); Praying for a Miracle	RR 8
11/2/12	last day to withdraw with a W		
11/6/12	Learning disabilities and attention deficit/hyperactivity disorder	VB&S Chap. 6; More than LD	PUDL; RR 9
11/13/12	Intellectual disabilities	VB&S Chap. 10; Who will help Patrick?	RR 10
11/20/12	Emotional and Behavior Disorders	VB&S Chap. 8; How did we miss Jack all these years?	RR 11

11/27/12	Deafness and hearing loss; blindness and visual impairment	VB&S Chap. 11 (pertinent sections); Least restrictive environment for whom?; The Reluctant Collaborator	RR 12
12/4/12	Wrap-up; course evaluations		GSE; CRE
12/10/12	Optional get-together at Dr. Gilson's home	136 W. Fairview ST, Bethlehem	IEPCS