



MORAVIAN COLLEGE
Education Department

EDUCATION 244, SECTION B: INCLUDING STUDENTS WITH DISABILITIES Spring 2013

Class Meeting Times: Tuesdays and Thursdays 10:20 – 11:30 a.m.

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

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Hours: Tuesdays 9:00 - 10:00 a.m. and 1:30 - 3:30 p.m.
Thursdays 9:00 - 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 (11th 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 for the entire 70 minutes of class on Tuesdays and Thursdays. 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. Here is the path to the server:
Students\\X:\courses\2013Spring\educ244b\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, '2013Spring' 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\2013Spring\educ244b\work\[your last name] or you can use the full path
\\pawn\students\courses\2013Spring\educ244b\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 Drama (15 points)

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 and Kauffman text. The class will select a case study from the Hallahan et al. text about which to prepare an in-class reenactment that addresses all of the following components. In preparing your reenactment, 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 an observer who has never read it in the Hallahan and Kauffman text. Be sure to include a discussion 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 written and verbal 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. Identify 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 written 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.

You will select one of the following roles to assume during the in-class drama, or you will propose via email another role to your instructor.

- special educator
- general educator
- student with a disability or disabilities
- father of the student with the disability
- mother of the student with the disability
- parental advocate
- school psychologist
- school social worker
- school speech and language pathologist
- school administrator
- extra-curricular input provider (e.g., private music teacher, Boy Scout Troop Leader, clergy)

As you prepare for your role in acting out this IEP, keep the following tips in mind.

Though Hallahan and Kauffman 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.

- a. 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. In order for the reenactment to succeed, your careful preparation, according to the role you take on, is essential.
- b. 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 Drama 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 estimated	3	
Any services needed for goal attainment are specified. If no services are listed, a justification for why they are not is given.	1	
Legal accommodations for district and state-wide tests are delineated. If none are provided, the reasons why are explained.	1	
Appropriate transition services, given the student's age, are listed.	1	
Comprehensive data collection and dissemination plan for parents or guardians is provided.	1	
self-assessment of level of preparation and participation	2	
instructor's assessment of student's level of preparation and participation	2	
total	15	

Partnered Instruction Presentation (20 points)

The purposes of this presentation and paper are threefold. The primary purpose 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. The final purpose is for you to reflect on the contribution this assignment has made to the repertoire of instructional strategies you are developing as a pre-service teacher.

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. Provide enough hard-copy 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. Make any relevant observations about student learning during the clip.
- e. 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.

3. The week after portions 1. And 2. Of your assignment have been completed, upload to the server an individual essay that addresses each of the following:
 - a. an assessment of how hard you feel you worked on this assignment, given the expectations outlined above and in comparing your presentation to those of your peers
 - b. an assessment of how hard your partner worked on her/his parts of the assignment, given the expectations outlined above and in comparison to your colleagues
 - c. an examination of what you learned about students with disabilities as a result of preparing and carrying out this assignment
 - d. a reflection on what you learned about teaching from watching your colleagues' presentations
 - e. a description of what you would do differently, if you had the chance to redo this assignment

Partnered 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	
presenter's self-assessment demonstrates insight and concreteness	1	
presenter's assessment of partner's contributions is specific and professional	1	
presenter's examination of knowledge gained about students with disabilities is detailed	1	

presenter's description of what learned about teaching from colleagues exemplifies attentiveness to their presentations and ability to compare their presentations to one's own work	1	
presenter's capacity to critique own assignment preparation and delivery process is well-developed	1	
total points	20	

Hands-On Assignment (10 points)

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

Service Learning Assignment

You will sign up for and spend the night 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 reserve a volunteer time at College Hill Moravian Church, you must contact Sue Youtz (syoutz@ptd.net) immediately, as the slots are filling up. Should you wish to volunteer at a shelter other than the one hosted by College Hill Moravian Church, you should contact Lisa Mixon (lmixon@keystonecomliving.com) to determine a date and place for your experience.

Prior to your service experience, contact Kate Cohen (stkcc02@moravian.edu) to receive training. In order to complete the assignment, you will spend the night at the shelter. You will complete the Service Project Completion Form on the Center for Leadership and Service's website (<http://home.moravian.edu/public/stusvc/leadership/civic/tellUs.html>).

After you have completed your shelter hours, write a 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 poverty experienced by the guests
6. the take-aways you have learned for welcoming homeless students into your classroom in the future

Service Learning Assignment Assessment Checklist

Component	# of Points	Points Earned
attendance verification	1	
volunteer activities described thoroughly	2	
your interpersonal connections with guests examined	2	
your realizations about the disabilities of the guests explored	2	
your realizations about the poverty the guests experience delineated	1	
your specific reflections about welcoming homeless children into your classroom demonstrates critical thinking and application from this volunteer opportunity	2	
total	10	

Architectural Accessibility Assignment (10 points)

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)

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 (5 points)

In this assignment you will write a 500-word, reflective essay involving one of the guest speakers we will welcome to class this semester. 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
2. other pertinent biographical information about the guest that you deem relevant for this course
3. Describe three particularly meaningful points, quotations, or metaphors your guest used to illustrate his/her presentation. Explain why you chose these three.
4. With what, if anything, about the guest's presentation do you disagree? Your disagreement could be based on an impression or on fact.
5. 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.	.5	
3 points about guest's presentation thoughtfully-chosen and explained	3	
aspect of presentation you disagree with is delineated well	.5	
implications for your practice as a teacher demonstrate analytical thinking	1	
total	5	

Participatory, Universally-Designed Lesson (20 points)

The purpose of this assignment is for you to design a creative lesson for all students in your imaginary classroom. The lesson will be about one of the chapters from the Vaughn et al. text. In your imaginary class are students of varying ethnic, socio-economic, linguistic, cultural, and ability backgrounds. You will carefully review the chapter of the Vaughn et al. text that you have chosen to teach about. You will develop a fifteen-minute 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(s) 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 students with various disabilities.

4. 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 (www.cast.org), 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.
5. The week after you teach your lesson, you will turn in a reflective essay in which you will analyze:
 - a. how well you think the lesson's objective(s) were learned by your students
 - b. which parts of your lesson you were pleased with and why
 - c. which parts of your lesson you felt least confident about and why
 - d. what you would do differently, if you could redo this assignment

Participatory, Universally-Designed Lesson Assessment Checklist

Component	# of Points	Points Earned
lesson objective and content to be taught clearly articulated	3	
lesson contains multiple means of representation to assist students with print reading disabilities (one of which is your instructor)	2	
lesson contains multiple means of expression to assist students who struggle with writing or speaking	2	
amount and quality of student engagement is high	2	
teacher is enthusiastic, confident, knowledgeable, and a clear communicator	2	
lesson objectives have been achieved by end of lesson	2	
averaged peer evaluation of teacher's lesson	3	
analysis of learning objectives' effectiveness is comprehensive	1	
exploration of what went well in the lesson is thoughtful	1	
examination of weakest lesson portion demonstrates insight about one's teaching	1	
plan for how lesson would be approached next time reflects critical thinking	1	
total	20	

Differentiated Lesson Plan (20 points)

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) 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 et al. text and select a standard for a grade level five 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 should 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. The big idea should apply to both your typical students and your student with an intellectual disability.
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 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	20	

Hands-On Assignment (10 points)

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

Service Learning Assignment

You will sign up for and spend the night 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 reserve a volunteer time at College Hill Moravian Church, you must contact Sue Youtz (syoutz@ptd.net) immediately, as the slots are filling up. Should you wish to volunteer at a shelter other than the one hosted by College Hill Moravian Church, you should contact Lisa Mixon (lmixon@keystonecompliving.com) to determine a date and place for your experience.

Prior to your service experience, contact Kate Cohen (stkcc02@moravian.edu) to receive training. In order to complete the assignment, you will spend the night at the shelter. You will complete the Service Project Completion Form on the Center for Leadership and Service's website (<http://home.moravian.edu/public/stusvc/leadership/civic/tellUs.html>).

After you have completed your shelter hours, write a 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 poverty experienced by the guests
6. the take-aways you have learned for welcoming homeless students into your classroom in the future

Service Learning Assignment Assessment Checklist

Component	# of Points	Points Earned
attendance verification	1	
volunteer activities described thoroughly	2	
your interpersonal connections with guests examined	2	
your realizations about the disabilities of the guests explored	2	
your realizations about the poverty the guests experience delineated	1	
your specific reflections about welcoming homeless children into your classroom demonstrates critical thinking and application from this volunteer opportunity	2	
total	10	

Architectural Accessibility Assignment (10 points)

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)

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 (5 points)

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
2. other pertinent biographical information about the guest that you deem relevant for this course

3. Describe three particularly meaningful points, quotations, or metaphors your guest used to illustrate his/her presentation. Explain why you chose these three.
4. With what, if anything, about the guest's presentation do you disagree? Your disagreement could be based on an impression or on fact.
5. 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.	.5	
3 points about guest's presentation thoughtfully-chosen and explained	3	
aspect of presentation you disagree with is delineated well	.5	
implications for your practice as a teacher demonstrate analytical thinking	1	
total	5	

Reading Reflections (10 points)

The purpose of these exercises is to encourage you to reflect upon the readings assigned each week for class. Reading Reflections will be due by 8:00 p.m. the Wednesday nights before class 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 8:00 p.m. on each Wednesday 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.

Print out a copy of your Reading Reflection to bring with you to class for discussion each Thursday.

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. Each RR is worth 0.83 points.

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

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, 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. 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 Drama	15
Partnered Instructional Presentation	20
Differentiated Lesson Plan	20
Participatory, Universally-Designed Lesson	20
Hands-on Assignment	10
Guest Speaker Essay	5
Reading Reflections	10
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).

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
1/15	introductions	Syllabus	
1/17	legislation, educational referral, and placement	VB&S Chap. 1	
1/21	Add/Drop Deadline		
1/22	response to intervention	VB&S Chap. 2	
1/24	collaboration	skimming of VB&S Chap. 3; The Reluctant Collaborator	RR 1
1/29	cultural and linguistic diversity	skimming of VB&S Chaps. 3 & 4	
1/31	inclusion; implementing IDEIA	Least restrictive environment for whom?	RR 2
2/5	managing student behavior and promoting social acceptance	VB&S Chap. 5	
2/7	In-Class IEP Drama	Never Give Up	RR 3
2/12	Legal assessments; universal design	Filling Mr. K's Shoes—not	
2/14	Partnered Instructional Presentations	VB&S Chaps. 12, 13, 14, 15, or 16	PIP; RR 4
2/19	learning disabilities	VB&S Chap. 6	
2/21	attention deficit/hyperactivity disorder	More Than LD	RR 5
2/26	communication disorders	VB&S Chap. 7	
2/28	subtle differentiation	Albert Says What?; Should I take Juanita Pope?	RR 6
3/5	Spring Break; no class.		
3/7	Spring Break; no class.		
3/12	emotional and behavior disorders	VB&S Chap. 8	
3/14	distinguishing between student and her/his behavior	How Did We Miss Jack All These Years?	RR 7
3/15	last day to withdraw with a W		

3/19	autism spectrum disorders	VB&S Chap. 9	
3/21	facts or fads? diagnosis trends	Getting to Know Chase	RR 8
3/26	intellectual disabilities	VB&S Chap. 10	
3/28		Who Will Help Patrick?	RR 9
4/2	hearing loss and deafness	VB&S Chap. 11 (applicable section)	HOA
4/4		The Red Belt	RR 10
4/9	visual impairment and blindness	VB&S Chap. 11 (applicable section)	
4/11		What Do We Do with Jim?	RR 11
4/16	physical disabilities and other health impairments	VB&S Chap. 11 (applicable section)	
4/18	medical emergencies in the classroom; dealing with loss	Praying for a Miracle	RR 12
4/23	wrap-up; course evaluations		
4/25	optional party at Dr. Gilson's house	136 W. Fairview ST, Bethlehem	