

# EDUC637

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

**Course :** EDUC637 **Title :** Meaningful Inclusive Instruction and Co-Teaching

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

**Course Description:** This course examines the role of the educator working collaboratively with other school and instructional personnel in an inclusion model. This approach to effective instruction will focus on the classroom factors relating to the nature of the student and the essential meaning of the curriculum. Particular emphasis will be placed on classroom elements that educators can differentiate – or modify – to increase the likelihood that each student will learn as much as possible, as efficiently as possible. This would include the areas of content, process, products, affect and learning environment. The idea of differentiating instruction to accommodate the different ways that students learn often involves working with others to reach this goal. (Prerequisite: EDUC503)

### Course Scope:

This course develops a practical understanding of the knowledge and skills essential for successful collaboration in elementary, middle, or secondary school inclusive classrooms. Students will learn the importance of good collaboration and effective methods to collaborate with regular and special education staff, administration, parents, and community agencies. In addition, this course develops a practical understanding of the knowledge and skills essential for successful development of curriculum in elementary, middle or secondary school classrooms. It is designed around the accepted norms for models of differentiated units of study to expand an educator's ability to meet the needs of all students.

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## Objectives

After successfully completing this course, you will be able to:

1. Describe and explain the characteristics of a learning community and reflect on their personal attitudes, beliefs and values.
2. Select appropriate strategies that transform a classroom from a teaching organization to a learning organization that promotes a safe, efficient, and effective learning environment.
3. Understand and apply the legal, ethical and moral impetus for inclusion of students with diverse learning needs in the classroom
4. Identify the learning needs of diverse learners including those with disabilities, gifted/talented, English Language Learners and those with delayed literacy skills

5. Support the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning.
  6. Create opportunities for student success through differentiation of content, process and products in both assessments and learning activities.
  7. Articulate the characteristics of classroom management and organization that create an environment that is conducive to learning.
  8. Recognize the value of continuous assessment and create a variety of assessments in order to determine student understanding
  9. Apply a variety of strategies to instructional planning in order to meet the learning needs of all students in the classroom.
  10. Evaluate and apply collaborative teaching models to foster student learning in the inclusive classroom.
  11. Understand and apply the individual prerequisites and classroom dynamics necessary to successfully co-teach in the inclusive classroom
  12. Understand the difference between collaboration, co-teaching, and consultative models.
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## Outline

### Week 1: What is collaboration? Why inclusion?

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Learning Objective(s)

Define collaboration

Discern between good and bad collaboration

Describe the difference between collaboration, consultation, co-teaching

Reading(s)

DuFour Article

Leonard Article

Teacher-to-Teacher Collaboration Article

Assignment(s)

Bio: Please post your personal biography to the discussion board by the Wednesday of week 1. Please include the following:

- The grade you teach
- Where you teach
- How long you have been teaching
- What types of special services, including inclusion, you have in your school
- Anything else you would like to share about yourself

Respond to a minimum of 2 peers by Sunday

Discussion Question #1: What is your experience with collaboration? What has been successful and what has not? How does collaboration differ from consultation or co-teaching? What are your experiences with consultation and co-teaching?

Post initial post by Wednesday of week 1 and respond to a minimum of 2 peers by Sunday. Make sure to post to assignments for grading by Sunday.

Homework Assignment #1:

Observe and interview a general education teacher in order to answer the questions:

- You will need to ask the teacher how many students in the classroom are in the following categories:

Student who are Gifted and Talented

Student who have High Incidence Disabilities (Learning Disabled, Emotionally Disturbed, Mildly Cognitively Impaired, Speech/Language, Physically Impaired, High Functioning Autism) Student who have Low Incidence Disabilities (Moderately Cognitively Impaired, Hearing Impaired, Visually Impaired, Low Functioning Autism, Multiply Impaired, Severe and Profound Cognitive Impairments)

Student who are English Language Learners

Students who have literacy issues in that they are two or more grade levels behind in reading, writing or mathematics.

Students who are from impoverished families

Students whose culture is different from the dominant culture in the school.

Students who are average and functioning at grade level.

- How does the teacher collaborate with grade level partners, special education personnel, specialist, administration, parents, students, and community agencies?
- Look for evidence of the teacher's commitment to working collaboratively with all stakeholders.
- How does the teacher plan for instruction?
- What are the challenges of collaboration?
- How do school professionals collaborate in order to support the learning needs of all students in the classroom?

Either you can use your interview to make a presentation using Microsoft PowerPoint, Prezi, a free web presentation website (<http://prezi.com/>), or Google Presentations ([https://docs.google.com/present/edit?id=dfz48fwr\\_76dvnwgxdk](https://docs.google.com/present/edit?id=dfz48fwr_76dvnwgxdk)) or you can write a standard paper. If you choose to complete the presentation, your presentation should be 10-15 slides that include a title slide and a reference slide. Slides should be easy to read and appealing. Only key words and phrases should be on the slide itself. Use the notes section below the slide or a separate Word document to add a script. This should give all of the details of what you would say. Make sure to cite any sources you use.

If you prefer to write a paper, it should be written in essay format (not question and answer). Please use APA format. Remember, personal interviews are cited and not referenced. You may also want to pull in some resources to help document what you learned through your interview. Please make sure to properly cite and reference the sources. Your paper should be between 3 and 5 pages. Please submit your assignment by Sunday of week 1 to the assignments.

## **Week 2: Collaborative models and collaboration with stakeholders**

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Learning Objective(s)

Evaluate collaborative models.

Discuss critical components of collaborative models.

Reading(s)

McClure Article

Collaboration Article

Ripley Article

## Maximizing Article

### Leonard Study

### Assignment(s)

Discussion Question #2: Consider the collaborative models discussed and researched this week. Complete the following statements with possible answers for teachers who are being asked to collaborate:

Special education teachers often are not able to \_\_\_\_\_

Regular education teachers often are not able to \_\_\_\_\_

How would you approach these teachers to begin teaching them how to use a collaborative model?

Post initial post by Wednesday of week and respond to a minimum of 2 peers by Sunday. Make sure to post to assignments for grading by Sunday.

Homework Assignment #2: Research collaborative models. In a presentation or brochure for pre-service teachers, choose one model and describe it. Cover the following:

Give an overview of the collaborative model you chose.

Go into detail about communication between the stakeholders – in what ways do they communicate, how often, etc.

Discuss how decisions of curriculum are made between the collaborative team.

Share strategies the collaborative team uses to work together in the classroom.

Finally, describe how you could implement this model in your classroom.

To complete a presentation, you may use Microsoft PowerPoint, Prezi, a free web presentation website

(<http://prezi.com/>), or Google Presentations ([https://docs.google.com/present/edit?id=dfz48fwr\\_76dvnwgxdk](https://docs.google.com/present/edit?id=dfz48fwr_76dvnwgxdk)).

Your presentation should be 10-15 slides that include a title slide and a reference slide. Slides should be easy to read and appealing. Only key words and phrases should be on the slide itself.

Use the notes section below the slide or a separate Word document to add a script. This should give all of the details of what you would say. Make sure to cite all sources you use.

To complete the brochure, you may use Microsoft Publisher or you may use FormatPixel, an online publishing website (<http://www.formatpixel.com/go/en/index.php>). Your brochure needs to be a minimum of 2 pages.

Make sure to cite and reference all sources.

This assignment is due by the end of week 3.

## **Week 3: Co-teaching**

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### Learning Objective(s)

Describe at least five different types of co-teaching arrangements.

Prioritize the individual prerequisites and classroom dynamics necessary to successfully co-teach

### Reading(s)

Cooke article

Haynes Article

### Assignment(s)

Discussion Question #3: Using the reading for this week, describe 3 different co-teaching models that you would like to implement. Explain why you chose these models. Then explain what you will need to do to implement the models in your classroom.

Post initial post by Wednesday of week 3 and respond to a minimum of 2 peers by Sunday. Make sure to post to assignments for grading by Sunday.

Homework Assignment #2: Complete presentation or brochure on collaborative models.

## **Week 4: Classroom Climate – a Safe place to learn**

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### Learning Objective(s)

Understand the importance of classroom organization and management in order to create a climate that is conducive to learning.

### Reading(s)

Soodack Article

### Assignment(s)

Discussion Question #4: Students with diverse needs need a safe environment to “practice” learning. After completing the reading for this week, describe how you create a safe and orderly environment that is conducive to learning.

Describe how you as a teacher can establish yourself as the authority in the classroom while still creating a nurturing learning community that is responsive and accepting of all students.

Post initial post by Wednesday of week 4 and respond to a minimum of 2 peers by Sunday. Make sure to post to assignments for grading by Sunday.

### Homework Assignment #3: Classroom Management

This lesson you will develop a classroom management plan. Think of the diverse needs of your students and how to create an environment that is safe and inviting. You will want to make sure you consider students with ADHD, your Gifted students, students with Learning Disabilities, English as a Second Language Students, students with Autism, as well as any other student that needs special placement in your classroom.

Make a presentation using PowerPoint or another presentation software or web tool such as Prezi (<http://prezi.com/>) or Google Presentations (<http://docs.google.com/present/create>) that you can present to parents as an overview of your classroom. Include the following:

- 1) map out the classroom environments
- 2) describe your routines
- 3) describe the importance of creating a safe environment
- 4) describe your classroom rules
- 5) describe your behavior plan
- 6) describe the motivation you will use to encourage learning in your classroom.

Due at the end of week 4 to assignments.

## **Week 5: Differentiation in the Inclusive Classroom (part 1)**

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### Learning Objective(s)

Candidates will define differentiated instruction and explain the rationale for its use in the classroom.

### Reading(s)

Teachnology Article

Tomlinson Articles

Tomlinson ch

### Assignment(s)

Discussion Question #5: How are traditional and differentiated classrooms different? Please give a minimum of 3 examples.

Post initial post by Wednesday of week 5 and respond to a minimum of 2 peers by Sunday. Make sure to post to assignments for grading by Sunday.

#### Homework Assignment #4: Differentiated lesson plan

For this module, you will be adapting a lesson plan by differentiating content, process, product, and environment. You will choose a lesson you have taught in your classroom that you would like to work on differentiation strategies. You will want to consider all of the differences in your room. When adapting your lesson plan, you will want to consider adapting content, process, product, and environment.

Submit both your original lesson plan and adapted lesson plan to assignments by Sunday of week 6.

### **Week 6: Differentiation in the Inclusive Classroom (part 2)**

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#### Learning Objective(s)

Candidates will learn a variety of instructional strategies to meet the needs of all learners in the classroom.

Candidates will apply instructional strategies in order to differentiate instruction

#### Reading(s)

Tomlinson ch

#### Assignment(s)

Discussion Question #6: In your classroom you use learning centers so you can work with small groups. Describe how you would teach your students to work independently at centers so you will not be interrupted during your small group instruction.

Post initial post by Wednesday of week 6 and respond to a minimum of 2 peers by Sunday. Make sure to post to assignments for grading by Sunday.

Homework Assignment #5: Complete a differentiation chart for your classroom.

Consider the various needs of the students in your respective classrooms. Using the course material and readings, show how you can apply the following strategies to your classroom to address the various learning needs within that classroom. (You will probably not have specifics on student interests or styles but you can generically incorporate activities that students can connect their interest and a variety of learning styles to the curricular content. Plan for students who are more visual learners, auditory learners, tactile, kinesthetic and those who require multimodal approaches.)

The first column should have the type of differentiation. Then in column 2, state the subject you will use the specific strategy in. The third column, describe how you will use this strategy. In the last column, consider how you will group students for each strategy. Some strategies may be large group, small group, or even one-on-one.

- Compacting
- Tiered Assignments
- Independent Study
- Contracts
- Learning Centers
- Choice boards
- Adjusting questions: - be sure and write comprehension questions according to Bloom's taxonomy
- Flexible Grouping
- Pre-teaching
- Re-teaching
- Response to Intervention

Make sure to add a title page, reference page, and in-text citations.

This assignment is due at the end of week 6.

### **Week 7: Cooperative Learning**

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## Learning Objective(s)

Candidates will explain the characteristics and guidelines for using cooperative learning activities in the classroom.

## Reading(s)

Saddler Article

## Assignment(s)

Discussion Question #7: You are going to do cooperative learning in your classroom for the first time. Describe how you will introduce cooperative learning to your students. This introduction would include the rules and roles students will have in the cooperative group. Post initial post by Wednesday of week 7 and respond to a minimum of 2 peers by Sunday. Make sure to post to assignments for grading by Sunday.

Final Project: Putting it all together.

In week 5, you began to adapt a lesson plan. In week 6, you made a chart of different teaching strategies for differentiating instruction. For your final project, you will be completing the adapted lesson plan using both of these assignments and the material on assessment presented in week 8.

For your final project, add 3 differentiating strategies to your lesson plan. Make sure when you are thinking of the strategies you would like to use that you are considering the individual needs of your students. These strategies can include:

- Compacting
- Tiered Assignments
- Independent Study
- Contracts
- Learning Centers
- Choice boards
- Adjusting questions: - be sure and write comprehension questions according to Bloom's taxonomy
- Flexible Grouping
- Pre-teaching
- Re-teaching
- Response to Intervention

Make sure to fully explain the strategy and how it will be used.

The last step is to add assessment to your lesson plan. Add 2-3 formative assessments and 1 summative assessment. When writing these assessments, please take into consideration the students in your class and how you will make the assessments fair for them. You will need to write out the adaptations for the summative assessment. Make sure to include the lesson plan with all adaptations, all assessments, and lesson materials such as worksheets. Make sure you have a title page and a reference page. This assignment is due the Friday of week 8.

## **Week 8: Assessing Students in the Inclusive Classroom**

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## Learning Objective(s)

Candidates will articulate the use of assessment in the classroom as a tool for differentiation.

Candidates will develop formative assessments and define adaptation needed to address proficiency using a variety of tools to check for understanding in the context of a learning activity.

## Reading(s)

Kusimo Article pp. 81- 115 &134 – 143

## Assignment(s)

Discussion Question #8: How can you make sure you are assessing student learning and not language or a processing disorder? How would you assess students with a variety of learning styles? Make sure to include examples.

Post initial post by Wednesday of week 8 and respond to a minimum of 2 peers by Sunday. Make sure to post to assignments for grading by Sunday.

Final Project: Putting it all together.

In week 5, you began to adapt a lesson plan. In week 6, you made a chart of different teaching strategies for differentiating instruction. For your final project, you will be completing the adapted lesson plan using both of these assignments and the material on assessment presented in week 8.

For your final project, add 3 differentiating strategies to your lesson plan. Make sure when you are thinking of the strategies you would like to use that you are considering the individual needs of your students. These strategies can include:

- Compacting
- Tiered Assignments
- Independent Study
- Contracts
- Learning Centers
- Choice boards
- Adjusting questions: - be sure and write comprehension questions according to Bloom's taxonomy
- Flexible Grouping
- Pre-teaching
- Re-teaching
- Response to Intervention

Make sure to fully explain the strategy and how it will be used.

The last step is to add assessment to your lesson plan. Add 2-3 formative assessments and 1 summative assessment. When writing these assessments, please take into consideration the students in your class and how you will make the assessments fair for them. You will need to write out the adaptations for the summative assessment. Make sure to include the lesson plan with all adaptations, all assessments, and lesson materials such as worksheets. Make sure you have a title page and a reference page. This assignment is due the Friday of week 8.

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## Evaluation

Grading:

Name	Points
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## Materials

**Book Title:** How to Differentiate Instruction in Mixed-Ability Classrooms (custom)- The custom ISBN may have more competitive pricing in hard copy/electronic format. Non-custom ISBN is:9780131195004, please use this one to search for the book from other booksellers.

**Author:** Tomlinson, Carol Ann

**Publication Info:** Pearson

**ISBN:** 9781269648790



**Book Title:** Course materials will change for November and beyond. Please email [booklist@apus.edu](mailto:booklist@apus.edu) for the updated list.

**Author:**

**Publication Info:** Open Web Sources

**ISBN:** APUPOT4

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Required Text	ISBN (if a
Tomlinson, C.A. (2004). How to differentiate instruction in the mixed ability classroom, 2nd edition. Assn for Supervision & Curric Development	ISBN-10 ISBN-13
Optional Texts	ISBN (if
Dettmer, P., Thurston, L. P., Knackendoffel,A., & Dyck, M. J. (2008). Collaboration, consultation, and teamwork for students with special needs (6th edition). Pearson: Columbus, Ohio	ISBN10: ISBN-13
Fisher, D. & Frey, N. (2007) Checking <b>for Understanding</b> . ASCD. VA: Alexandria.	ISBN: 97
Gregory, G. & Chapman, C. (2007). <b>Differentiated Instructional Strategies in Practice 2nd ed.</b> . . Corwin Press, Thousands Oak, CA.	ISBN: 1-
McGrath, C. (2007). <b>The Inclusion-Classroom Problem Solver</b> . Heinemann, Portsmouth, NH.	ISBN: 97
Saphier, J. & Gower, R. (1997). <b>The Skillful Teacher</b> . Research for Better Teaching, Inc. Acton, MA.	ISBN 1-8
Tomlinson, C & McTighe, J. (2006). <b>Integrating Differentiated Instruction and Understanding by Design</b> . ASCD, Alexandria, VA.	ISBN 97
Tomlinson, C. (2003). <b>Fulfilling the Promise of the Differentiated Classroom</b> . ASCD, Alexandria, VA.	ISBN 97

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## Course Guidelines

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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