



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Pedagogy for the Inclusive Classroom

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

COURSE DESCRIPTION:

This course will introduce participants to best practical and applicable instructional methodologies for diverse learners in the inclusive setting, including ELL students and students with behavioral challenges. Current research and best practice to improve classroom instruction and learning for students with moderate disabilities will be covered. Best instructional practices for classroom management, effective general education instructional methodology including Understanding by Design, and development of measurable outcomes, adaptations, accommodations, and modifications for diverse learners. Participants will learn to match an area of disability with an intervention and be able to implement the best practical and applicable instructional strategies for diverse learners in the inclusive setting. Concepts will be discussed with regard to closing the achievement gap.

COURSE PREREQUISITES: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Critique and synthesize current research and theories on instructional methodology to address diverse learners.
2. Critique, synthesize, and interpret current research and theories on best instructional classroom practices for diverse learners.
3. Synthesize and apply principles of best instructional classroom practices for students with moderate disabilities.

INSTRUCTIONAL OBJECTIVES:

1. Design and implement an effective classroom management plan, meeting the needs of all learners.
2. Identify, critique, synthesize, and implement effective general education instructional methodologies.

3. Implement essential facets of Understanding by Design to meet the needs of diverse learners.
4. Develop measurable outcomes for diverse learners.
5. Select and implement adaptations, accommodations, interventions, and modifications for diverse learners.
6. Implement the best practical and applicable instructional strategies for diverse learners in the inclusive setting.
7. Design and implement best instructional strategies for closing the achievement gap for diverse learners.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Cole, Robert W. *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners*. Alexandria, VA: Association for Supervision and Curriculum Development, 2008. Print.

Voltz, D. L., Sims, M. J., & Nelson, B. P. (2010). *Connecting teachers, students, and standards: Strategies for success in diverse and inclusive classrooms*. Introduction. Alexandria, VA: ASCD.

Willis, Judy. *Brain-friendly Strategies for the Inclusion Classroom: Insights from a Neurologist and Classroom Teacher*. Chapter 1. *Success for all Students in Inclusion Classes*. Alexandria, VA: Association for Supervision and Curriculum Development, 2007.

Willis, S., and L. Mann. "Differentiating Instruction Finding Manageable Ways to Meet Individual Needs." *Curriculum Update* (2000): Alexandria, VA: ASCD.

EVALUATION METHODS:

1. **One Page Response Journals:** Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?
2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. **Final Assignment:** For the final assignment, participants will create a one-hour professional development workshop presentation to be used to train educators on Pedagogy for the Inclusive Classroom. Participants' workshops should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Required Elements:

- Workshop agenda stating workshop goals, topics to be presented, and time segments **(10 points)**
- PowerPoint presentation on Pedagogy for the Inclusive Classroom to be presented as part of your workshop. The PowerPoint shall be a minimum of 15 slides, not counting the title, closing, and/or reference slides of the presentation. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation. **(30 points)**
- Handout to be used for the presentation (e.g., fact sheet, brochure, FAQ, etc.) The handout should be no more than one page of print (i.e. one side or two sides of one piece of paper = one page of print) **(20 points)**
- Creation of one workshop audience activity designed to teach a topic of the workshop **(30 points)**

-Inclusion of course content. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation (10 points)

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final Assignment

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy*.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Review Syllabus
- Topics Covered:
 - Overview of Inclusion
 - Current research and theories on instructional methodology to address diverse learners.
 - ELL

Required Readings

Willis, Judy. Brain-friendly Strategies for the Inclusion Classroom: Insights from a Neurologist and Classroom Teacher. Chapter 1. Success for all Students in Inclusion Classes. Alexandria, VA: Association for Supervision and Curriculum Development, 2007.

Other Assignments

One Page Written Response.

Week Two

- Topics Covered:
 - Current research and theories on instructional methodology to address diverse learners
 - Students with behavioral challenges

Required Readings

Willis, S., and L. Mann. "Differentiating Instruction Finding Manageable Ways to Meet Individual Needs." Curriculum Update (2000): Alexandria, VA: ASCD.

Other Assignments

One Page Written Response.

Week Three

- Topics Covered:
 - Best instructional classroom practices for students with moderate disabilities

Required Readings

Cole, Robert W. Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners. Alexandria, VA: Association for Supervision and Curriculum Development, 2008. Print.

Other Assignments

One Page Written Response.

Week Four

- Topics Covered:
 - Effective classroom management plan, meeting the needs of all learners

Other Assignments

Discussion Post.

Week Five

- Topics Covered:
 - Closing the achievement gap
 - Designing measurable outcomes
 - Understanding by Design

Required Readings

Voltz, D. L., Sims, M. J., & Nelson, B. P. (2010). Connecting teachers, students, and standards: Strategies for success in diverse and inclusive classrooms. Introduction. Alexandria, VA: ASCD.

Other Assignments

One Page Written Response.

Week Six

- Topics Covered:
 - Adaptations, accommodations, and modifications for diverse learners.
 - Interventions

Other Assignments

Discussion Post.

Final Assignment.

* *Syllabus is subject to change.*

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
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<p>Week One</p> <ul style="list-style-type: none"> ● Review Syllabus ● Topics Covered: <ul style="list-style-type: none"> ○ Overview of Inclusion ○ Current research and theories on instructional methodology to address diverse learners. <ul style="list-style-type: none"> ▪ ELL <p>Required Readings Willis, Judy. Brain-friendly Strategies for the Inclusion Classroom: Insights from a Neurologist and Classroom Teacher. Chapter 1. Success for all Students in Inclusion Classes. Alexandria, VA: Association for Supervision and Curriculum Development, 2007.</p> <p>Other Assignments One Page Written Response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Two</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Current research and theories on instructional methodology to address diverse learners ○ Students with behavioral challenges <p>Required Readings Willis, S., and L. Mann. "Differentiating Instruction Finding Manageable Ways to Meet Individual Needs." Curriculum Update (2000): Alexandria, VA: ASCD.</p> <p>Other Assignments One Page Written Response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Three</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Best instructional classroom practices for students with moderate disabilities <p>Required Readings Cole, Robert W. Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners. Alexandria, VA: Association for Supervision and Curriculum Development, 2008. Print.</p> <p>Other Assignments One Page Written Response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Four</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Effective classroom management plan, meeting the needs of all learners <p>Other Assignments</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>

Discussion Post.		
<p>Week Five</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Closing the achievement gap ○ Designing measurable outcomes ○ Understanding by Design <p>Required Readings Voltz, D. L., Sims, M. J., & Nelson, B. P. (2010). Connecting teachers, students, and standards: Strategies for success in diverse and inclusive classrooms. Introduction. Alexandria, VA: ASCD.</p> <p>Other Assignments One Page Written Response.</p>	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
<p>Week Six</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Adaptations, accommodations, and modifications for diverse learners. ○ Interventions <p>Other Assignments Discussion Post. Final Assignment.</p>	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
		Total 135 hours