

**ST. THOMAS UNIVERSITY
SYLLABUS**

**EDU 422D
Teaching Strategies for Inclusion
Basic Syllabus**

Textbooks: Mastropieri, M. & Scruggs, T. (2000). The Inclusive Classroom. Columbus: Merrill. ISBN: 0-130496472-1
Banks, J.A. & Banks, C.A. Mc Gee (2004) Multicultural Education: Issues & Perspectives

Course Description:

Participants will be able to identify the various types of special needs that students in the classrooms may exhibit and utilize the various types of classroom modifications they may be called upon to make in order to meet the needs of included children. Participants will develop an awareness and understanding of the other risk factors such as limited linguistic proficiency and/or cultural differences. This will enable them to plan and implement curriculum, instruction, and assessment activities that will meet the special needs of LEP students as well.

Course Objectives and Learning Outcomes:

The student who attends and studies carefully will be able to accomplish the following:

1. Understand and identify past and current legislation relating to students with disabilities in the regular classroom.
2. Understand his/her role as a general educator and the roles of other team members in meeting the needs of students with disabilities.
3. Identify the various types of special needs that students in the classrooms may exhibit.
4. Identify the various types of classroom modifications he/she may be called upon to make in order to meet the needs of mainstreamed children.
5. Identify classroom strategies for managing and improving the behavior of students with disabilities.
6. Identify strategies for promoting the social acceptance of students with disabilities.

7. Identify means of arranging the physical environment and organizing the instructional environment to accommodate students with disabilities.
8. Identify assessment and adaptation procedures for teaching students with learning disabilities.
9. Identify assessment and adaptation procedures for teaching students with mild retardation.
10. Identify assessment and adaptation procedures for teaching students with behavioral disorders.
11. Identify assessment and adaptation procedures for teaching students with communication disorders (ESOL Standard 25).
12. Identify assessment and adaptation procedures for teaching students from culturally and linguistically diverse backgrounds (ESOL Standards 18 and 25).
13. To understand the difference between homogenous and heterogeneous classroom situation, i.e., all English speaking students, class with ESE students, and a class with LEP students.
14. To develop skills for navigating in a multicultural community.

ESOL Performance Standards

14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results. Task 01D.
19. Consider current trends and issues related to the testing of linguistic and culturally diverse students when testing instruments and techniques. Task 01D.
20. Administer tests and interpret test results, applying basic measurement concepts. Task 01D.
21. Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition. Task 01D.
22. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL Curriculum. Task 01D.
25. Recognize indicators of learning disabilities especially hearing and language impairment, and limited English proficiency. Tasks 01D and 05C.

Knowledge of Intercultural Issues

1. Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.

Activities:

1. Visit schools that represent different populations.
2. Field experience in an elementary classroom with an opportunity to teach a lesson.
3. Preparation of the portfolio assignment.

INSTRUCIONAL TECHNIQUES:

Course objectives and themes will be achieved by means of readings, class lectures, class discussions, audio-visual presentations, student presentations, small group activities, written assignments, field experiences and objective examinations.

Florida Preprofessional Accomplished Practices

The following accomplished [practices with their related tasks have been assigned to this course:

Assessment: Task 01D – 15%

Communication: Task 02B – 15%

Diversity: Task 05C – 15%

For a complete description of each of these tasks including a task description, directions, and scoring rubric, please consult the St. Thomas University Department of Education web site.

Florida Department of Education Professional Education Examination

The following Florida Essential Teaching Competencies are covered in this course:

1. Knowledge of physical, social and academic developmental patterns and of individual differences in order to meet the instructional needs of all students in the classroom and to advise students about those needs.
2. Ability to enhance students' feelings of dignity and self-worth and the worth of other people, including those from other ethnic, cultural, linguistic, and economic groups.
4. Ability to recognize overt signs of severe emotional distress in students and to demonstrate awareness of appropriate intervention and referral procedures.

9. Ability to determine the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observations, and students records.
10. Ability to identify long-range goals for a given subject area.
11. Ability to construct and sequence related short-range objectives for a given subject area.
12. Ability to select, adapt, and / or develop instructional materials for a given set of instructional objectives and student learning needs.
15. Ability to select, develop and sequence learning activities that are appropriate to instructional objectives and students needs.
28. Knowledge of developmental disorders in students and appropriate interventions.

KNOWLEDGE OF CURRICULUM MODELS:

1. Identify various ESOL programmatic models, such as pullout and immersion.
2. Adapt items from school curricula to cultural and linguistic differences.
3. Develop appropriate curricula for ESOL levels.

KNOWLEDGE OF INSTRUCTIONAL METHODS:

1. Identify major methodologies and current trends in ESOL teaching.
2. Identify characteristics and applications of ESOL approaches.
3. Develop Applications of Total Physical Response for beginning stages.
4. Plan a Language Experience Approach lesson appropriate for LEP students.
5. Identify features of communicative approaches for teaching ESOL.
6. Recognize the features of content-based ESOL approaches.
7. Identify cognitive approaches to second language learning.

8. Identify features of content-based ESOL for the elementary level.
9. Identify features of content-area reading instruction for LEP students.
10. Identify various instructional strategies used in an ESOL classroom.

LIBRARY RESOURCES:

For your assignments, you must checkout at least two books from the STU Library and use at least two journal articles either online or print.

WEBSITE: www.stu.edu/library then click on E-Research link.

Supplemental Reading List

1. What Every Teacher Should Know About Diverse Learners, by Donna Walker. Tileston, 2004
2. Designing and Implementing 2 Way Bilingual Programs, by Margarita Espino Calderon and Liliana Minaya- Rowe, 2003.

Cell Phones

When entering the classroom, cell phones must be turned off or on vibrator mode only. Please notify instructor if you are expecting an emergency call.

Plagiarism Alert

All research papers should include references throughout the text and alphabetical list at the end of the paper. Internet plagiarism can be detected so please submit all references found on the Internet at the end of your project.

Student Requirements and Grading Policy:

1. Class attendance and participation is required.
2. Four examinations will be given. See Class Schedule for scheduled readings and exam dates. Study guides will be provided for each exam.
3. The final grade will be computed as follows:

Examinations (4) @ 10% each.....	40%
Attendance and Participation in Activities.....	.15%
Portfolio Assignment.....	<u>45%</u>
Total	<u>1</u>

References

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- Lipton, D. (1994). *The Full Inclusion Court Cases*. New York: National Center on Educational Restructuring and Inclusion, Graduate School and University, City University of New York.
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Students: A Guide for Classroom Teachers. (4th ed), Allyn and Bacon, MA.

Sheppo, K.G.(Dec-Jan 94-95). "How an Urban School Promotes Inclusion." *Educational Leadership* 52,4:82-84.

Smith, T, Polloway, E., Patton, J. and Dowdy, C. (1995). *Teaching Students with Special Needs in Inclusive Settings*. Allyn and Bacon, MA.

Straub, D., and Peck, C. (December 1994). "What Are the Outcomes for Nondisabled Students?" *Educational Leadership* 52, 4:36-40.

Taylor, S. (1988). "Caught in the Continuum: A Critical Analysis of the Principle of the Least Restrictive Environment." *Journal of the Association for Persons with Severe Handicaps* 13, 1:41-53.