NEW JERSEY CENTER
FOR TEACHING & LEARNING

SPED6240: Inclusive Classrooms

Primary Student Contact: Jennifer Turi   jennifer_t@njctl.org

Course Credit: 3.0 NJCTL credits

Dates & Times:
This is a 3-credit, self-paced course, covering 7 modules of content. The exact number of hours that you can expect to spend on each module will vary based upon the module coursework, as well as your study style and preferences. You should plan to spend approximately 15 hours per credit working online, and up to 30 hours per credit working offline.

LMS Link: https://moodle.njctl.org/course/view.php?id=298

COURSE DESCRIPTION:
Teachers will learn about inclusive education and inclusive practices. Specific topics include supporting exceptional youth in inclusive classrooms, differentiated instruction, creating and sustaining classroom communities, least restrictive environment, assistive technology, transition planning, social communication intervention skills, and approaches to support students with exceptionalities integrate academically and socially.

Prerequisite: SPED6210, SPED6220, SPED6230

STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. identify, create, and maintain the structures and classroom community necessary for an inclusive educational environment.

2. obtain, adapt, and employ methods and strategies to support all students, including those with exceptionalities, in the inclusive classroom.

3. recognize and support students who are transitioning away from special education services.

4. support students by employing inclusive and collegial practices with special education professionals.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text(s):
The open-source textbook below is used throughout this program.
Lombardi, P. (2023). The Roles and Responsibilities of the Special Educator. University System of
    New Hampshire Pressbooks. Retrieved from https://pressbooks.usnh.edu/edc703-803/

This course also uses presentations and journal articles accessible within each course module.
When viewing each module's PowerPoint slideshow, you should review all external links in white
boxes *unless* they are denoted as optional. Other links within the slideshow and inserted into the
"notes" section are for reference or further information only.

COURSE REQUIREMENTS:
Consistent attendance in your online courses is essential for your success. Failure to verify your
attendance within the first 7 days of this course may result in your withdrawal. If for some reason
you would like to drop a course, please contact the Dean of Students.

Students should interact with fellow students and course instructor via the discussion boards
within the course modules. These discussion boards are monitored by your course instructor, and
you can post questions or thoughts on module learning here.

Online classes have assignments and participation requirements just like on-campus classes.
Budget your time carefully. If you are having technical problems, problems with your assignments,
or other problems that are impeding your progress, let your instructor know as soon as possible.

GRADE DISTRIBUTION AND SCALE:
In order to receive a Passing grade, the participant must complete the following course
requirements: all short answer assignments, critical thinking assignments, and the final reflection
outlined in the *Assignments* section of the Class Schedule (below).

Grade Distribution:

Critical Thinking Assignments	60 %
Final Critical Thinking Assignment	10 %
Short Answer Assignments	30 %

Grade Scale:

A	93 – 100
A-	90 – 92
B+	86 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72

D	60.0 – 69.9
F	59.9 or below

GRADING RUBRIC:
The following rubric is used to score:
- Short Answer Assignment – 30% of grade
- Critical Thinking Assignments – 70% of grade

The minimum possible score for this rubric is 4 points, and the score will be converted to the minimum grade available in this module (which is zero unless the scale is used). The maximum score of 25 points will be converted to the maximum grade.

Intermediate scores will be converted respectively and rounded to the nearest available grade. If a scale is used instead of a grade, the score will be converted to the scale elements as if they were consecutive integers.

	Meets Expectation	**Approaches Expectation**	**Below Expectation**	**Limited Evidence**
	7 points	*5 points*	*3 points*	*1 point*
Content	• Demonstrates excellent knowledge of concepts, skills, and theories relevant to topic.	• Demonstrates fair knowledge of concepts, skills, and theories.	• Demonstrates incomplete or insubstantial knowledge of concepts, skills, and theories.	• Demonstrates little or no knowledge of concepts, skills, and theories.
Depth of Reflection	• Content is well supported and addresses all required components of the assignment.	• Content is partially supported; addresses most of the required components of the assignment.	• Content contains major deficiencies; addresses some of the required components of the assignment.	• Content is not supported and/or includes few of the required components of the assignment.

Evidence and Practice	• Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	• Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	• Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	• Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
	4 points	*3 points*	*2 points*	*1 point*
Writing Quality	• Writing is well-organized, clear, concise, and focused; no errors.	• Some minor errors or omissions in writing organization, focus, and clarity.	• Some significant errors or omissions in writing organization, focus, and clarity.	• Numerous errors in writing organization, focus, and/or clarity.

ACADEMIC STANDING:
NJCTL has established standards for academic good standing within a student's academic program. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Additionally, students in an endorsement program must receive a cumulative GPA of 3.0 for all courses combined in order to successfully complete the program.

ACADEMIC INTEGRITY:
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work, unauthorized possession of academic materials, and unauthorized collaboration.

CITING SOURCES WITH APA STYLE:
All students are expected to follow proper writing and APA requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. Resources for doing so can be found here.

DISABILITY SERVICES STATEMENT:
We are committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Dean of Students, Melissa Axelsson, for additional information to coordinate reasonable accommodations for students with documented disabilities (melissa@njctl.org).

NETIQUETTE:
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.

READING SCHEDULE:
Required readings are available within each module by clicking the links where materials are listed under the "Required readings:" tab. Many modules in this course offer choice. The list of readings, podcasts, and videos are inclusive. Students have significant choice in their supplementary materials as noted in the module's PowerPoint.

Module	Required Readings & Videos	Assignments
1 – Exceptional Children & Adolescents in the Mainstream Classroom	● Module PowerPoint via Moodle with embedded videos and readings	**Short Answer (Q&A):** What does the term least restrictive environment mean? What types of things should be considered when determining student placement? **Critical Thinking:** Thinking about your classroom, complete the "Quality Indicators of an Inclusive Environment" checklist. This checklist, produced by the Iris Center at Vanderbilt University can be found here: https://iris.peabody.van derbilt.edu/wp-content/ uploads/modules/inc/pd

		fs/inc_09_LINK_indicators_blank.pdf Once you've completed the checklist, reflect on those things that are within your sphere of influence. Discuss three things within your sphere of influence that could be changed to increase inclusion.Your response should be 500-700 words in length and submitted in PDF format.
2 – Creating & Sustaining Inclusive Classroom Communities	● Module PowerPoint via Moodle with embedded videos and readings	**Short Answer (Q&A):** It may be helpful as a teacher to have a belief/mission statement as it relates to inclusive education that reflects your beliefs and values about educating all children in an inclusive way, and your commitment to inclusive education. Write a belief/mission statement for your inclusive classroom of no more than 100 words and post it here **Critical Thinking:** Select one of the following options to demonstrate your understanding of this module's content.

Plan and deliver a lesson that is appropriate for the grade level you teach with the goal of helping your students understand the benefits of inclusion. Then, write a 500-700 word reflection that:

- Describes the lesson that you developed
- Discusses how your students reacted to the lesson
- What you learned about your students from engaging in this lesson
- Ideas for how you can support your students in being more inclusive in the future

OR: Plan a "lesson" or PD session for your colleagues or parents. Create a slideshow that you will use for this training, which should be sufficient for an hour-long session. The last slide of the presentation should include a reflection on why you included the things you did.

| 3 – Universal Design & Differentiated Instruction in Inclusive Classrooms | ● Module PowerPoint via Moodle with embedded videos and readings | **Critical Thinking:** In the spirit of differentiation, you will have the opportunity to select one of the following options to demonstrate your understanding of this module's content.

 Select one of the following:

Create a lesson plan that incorporates Universal Design for Learning (UDL) and Differentiated Instruction (DI); you may use the attached 5E Lesson plan or a comparable lesson planning template of your choice but it should include: standards/student objectives/learning activities that reflect UDL & Differentiation/formative assessment. Submit the lesson plan, and a brief reflection of 200-300 words discussing what you incorporated and how it meets the principles of universal design and differentiation, OR

Write an essay of 500-700 words comparing universal design and |

		differentiation. Discuss how they are similar and different, and how they build upon each other to create more inclusive classroom environments.
4 – Educational & Assistive Technology	● Module PowerPoint via Moodle with embedded videos and readings	**Short Answer (Q&A):** Use of educational and assistive technology is one example of a way to incorporate universal design. For example, teachers may use a portable voice amplifier to help a student who is hard of hearing, but it might also make it easier for other students to focus their attention on the teacher's instructions. Think about a piece of educational or assistive technology you use in your classroom or have used in the past. How did this piece of technology help the student it was intended to help? Were there unintended impacts to other students? **Critical Thinking:** Describe a student in your classroom and a difficulty they have that would be helped

		by assistive technology; be sure to use a pseudonym to protect their anonymity. Then identify one or more pieces of assistive technology that would help them. Discuss how this technology would be incorporated in the classroom. If applicable, you may also discuss how you would obtain this piece of assistive technology. Your response should be 500-700 words in length and submitted in PDF format.
5 – Special Considerations for Adolescents & Transition Planning	● Module PowerPoint via Moodle with embedded videos and readings	**Critical Thinking:** Think about a student in your classroom, or select a student from one of the case studies given on the "Next Steps New Hampshire" website. https://nextsteps-nh.org/transition-iep-tool/exemplar-iep-transition-plans/ Then, review the sample transition plan template here: https://nextsteps-nh.org/wp-content/uploads/2022/10/Transition-Planning-Worksheet.pdf Using the student you selected from your

		classroom, or from a case study, complete Page 4 ONLY of the transition plan template and submit.
6 – Interventions for Communication & Social Engagement	● Module PowerPoint via Moodle with embedded videos and readings	**Short Answer (Q&A):** Think about a student in your class who struggles with communication or social engagement. What are one or two norms that you can establish in your classroom to this student and the rest of the class in interacting with this student? How can you support these norms? **Critical Thinking:** In this module's presentation, the idea of a safe-space or calming corner was introduced. Design a safe-space/calming corner for your classroom. Include a drawing and discuss where you placed it in the classroom, what is included and the rationale for designing the space the way you did. Any references used in developing your rationale should be properly cited.

7 – Colleagues in the Inclusive Classroom	● Module PowerPoint via Moodle with embedded videos and readings	**Critical Thinking:** Complete the co-teaching self-assessment checklist that was referenced in the presentation, and is linked here: https://resources.corwin.com/sites/default/files/table_8.7_a_co-teaching_self-assessment_checklist.pdf If you are not currently co-teaching in a classroom, think about a time you co-taught in the past, even if it was as far back as your student teaching. Complete the checklist and then write a 300-500 word reflection about your answers. Discuss where you do well and some goals to make your co-teaching experience better, as well as your general thoughts/feelings about co-teaching and/or the process of completing the checklist.
8 – Final Reflection	● Review course topics in preparation for final writing assignment ● Zoom meetings with instructor and discussion board posts	**Critical Thinking:** Full assignment prompt and requirements are posted in online course