Indiana University Northwest
School of Education

K306 Teaching Students with Special Needs in Secondary Classrooms

Time:  Place:
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Phone: 219-980-6610  E-mail: jgrskovi@iun.edu

I. COURSE DESCRIPTION

Bulletin Description: This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs.

Expanded Description: Explores issues related to teaching in an inclusive environment. Students will become familiar with the educational effects of disabilities and methods for differentiating instruction to reach and teach all students. The course emphasizes the educational practices of collaboration, co-teaching, and inclusion.

II. SCHOOL MODEL

This course is part of the IUN School of Education's Teacher Education Program. This program is based upon a research-based conceptual framework that incorporates nine themes, all of which are designed to prepare a "Reflective Professional."

<table>
<thead>
<tr>
<th>Reflective Professional (Initial)</th>
<th>Conceptual Framework Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication Skills</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2. Higher Order Thinking Skills</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3. Instructional Media and Technology</td>
<td></td>
<td>4, 5, 6, 8</td>
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<tr>
<td>4. Learning and Development</td>
<td></td>
<td>1, 2, 7</td>
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<tr>
<td>5. School Culture and Diversity</td>
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<td>3</td>
</tr>
<tr>
<td>6. Instructional Design and Delivery</td>
<td></td>
<td>4, 5, 6, 8</td>
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<tr>
<td>7. Classroom Management</td>
<td></td>
<td>1, 2, 7</td>
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<tr>
<td>8. Assessment and Evaluation</td>
<td></td>
<td>3</td>
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<td>9. Professional Development</td>
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</table>

This course also reflects the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC). See Sections VII.
Course Objectives/Competencies

Students in K306 will:

1. Identify the effects of various disabilities on learning.
2. Define school-wide inclusive culture.
3. Demonstrate methods for celebrating the success of all students.
4. Plan for effective collaboration and co-teaching.
5. Develop plans for active learning.
6. Differentiate instruction for all learners.
7. Demonstrate classroom management that strategies that encourage appropriate behavior for all students.
8. Modify curriculum and adapt instruction, assignments, and assessments to meet the needs of all students including those with disabilities.
9. Demonstrate initial program dispositions.

Initial Program Dispositions

The SOE is committed to the values of academic integrity in teacher preparation. You are expected to consign yourself to each of the following dispositions throughout this semester in your IUN classroom participation and in your school-based field activities:

1. Attendance, punctuality & professionalism (i.e., actions, appearance)
2. Connect subject to students’ world
3. Align teaching with state & professional standards
4. Prepare and promote active learning
5. Communicate ideas clearly in speech and writing
6. Use of multiple approaches & technology to teach
7. Student-centered management of class time & student behavior
8. Respects students from diverse backgrounds
9. Promote cooperation in class, school, and community
10. Track student progress & adjust teaching to meet needs
11. Willing to receive constructive criticism & suggestions
12. Committed to becoming an effective teacher

III. MATERIALS


Additional Resources:

Response to Intervention in Secondary Schools:
http://www.rtinetwork.org/Learn/Why/ar/RadarScreen

Indiana’s Vision for Response to Intervention:
http://www.doe.in.gov/indiana-rti/

IDEAL Modules: http://www.idealindiana.com/
IV. ASSIGNMENTS AND COURSE ACTIVITIES

Attendance and Participation 100
Student analysis and accommodation plan 200
Co-teaching lesson plan 150
Adapted assessment 150
Guided notes 150
Peer tutoring plan 150
Final exam 100

1000 points possible

Field Requirements:

As part of this course, you will be required to engage in field experiences in the schools. You will be placed with host teachers and will be expected to complete some course assignments with your students in the field.

Standard English, appropriate technology, and higher order thinking are expected in all products and performances in this course.

If you are a student with a verified disability, a Disability Services Coordinator at IU Northwest can help arrange accommodations for you. Students who have a disability, or think they have a disability (e.g., psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact a Disability Services Coordinator for a confidential discussion. Undergraduates call 219-980-6943. Graduates call 219-980-6943.

V. GRADING AND EVALUATION

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>83-89%</td>
<td>B</td>
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<tr>
<td>80-82%</td>
<td>B-</td>
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<tr>
<td>73-79%</td>
<td>C</td>
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<tr>
<td>70-72%</td>
<td>C-</td>
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<tr>
<td>63-69%</td>
<td>D</td>
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<tr>
<td>60-62%</td>
<td>D-</td>
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<td>below 60%</td>
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VI. BIBLIOGRAPHY


### VII. INTASC PRINCIPLES

<table>
<thead>
<tr>
<th>Principle</th>
<th>Course Objectives</th>
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</thead>
<tbody>
<tr>
<td>1) Knowledge of Subject Matter</td>
<td>1, 2, 3, 6</td>
</tr>
<tr>
<td>2) Knowledge of Human Development and Learning</td>
<td>1</td>
</tr>
<tr>
<td>3) Adapting Instruction for Individual Needs</td>
<td>1, 6, 8</td>
</tr>
<tr>
<td>4) Multiple Instructional Strategies</td>
<td>5, 6</td>
</tr>
<tr>
<td>5) Classroom Motivation and Management Skills</td>
<td>1, 7</td>
</tr>
<tr>
<td>6) Communication Skills</td>
<td>5</td>
</tr>
<tr>
<td>7) Instructional Planning Skills</td>
<td>5, 6</td>
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<tr>
<td>8) Assessment of Student Learning</td>
<td>3</td>
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<tr>
<td>9) Professional Commitment and Responsibility</td>
<td>5, 9</td>
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<tr>
<td>10) School and Community Partnerships</td>
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### IX. SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
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</table>
1 Overview
2 Special Education in a Nutshell
3 Inclusive culture Chapter 1
4 Academic and Social Outcomes of Mild Disabilities
5 Expectations and Success Chapter 2
6 Collaboration Chapter 3
7 Co-teaching & Teaming Chapter 4
8 Active learning (ASR) Chapter 5

Student Analysis and Accommodation Plan due
9 Instructional strategies Chapter 6

Co-teaching lesson plan due
10 Motivating and managing classroom behavior

Guided notes due
11 Adapting and Accommodating: Differentiating Instruction
12 Grading and assessment Chapter 7

Peer tutoring plan due
13 Accommodating language differences
14 Planning for success Chapter 8

Adapted assessment due
15 Final exam
Co-Taught Lesson Plan

A lesson plan is a set of steps or instructions to follow as you teach. Write the plan so that anyone could use it. Use two columns and define what each teacher will do for each step.

1. Intended audience
2. Indiana academic content standards addressed
3. Materials needed
4. Behavioral objectives for the lesson (State what students will be able to do as a result of this instruction). Example: When presented with a worksheet containing 12 statements about giraffes, students will underline the true statements and circle the incorrect parts of false statements.
5. Readiness/Anticipatory Set/Activating Prior Knowledge
   List the statements you will make, visuals you will show, stories you will tell, etc. Write down exactly what to say or do to activate prior knowledge and stimulate thinking on the topic.
   Example: Show students the photograph of a giraffe and ask, "How long is a giraffe's neck? Why do you think the giraffe's neck is so long?"
6. Objective/Purpose (Tell the students what they will accomplish and why it’s important)
   Example: Today we are going to learn about giraffes. At the end of this lesson you should know about their bodies, their habits, and their habitats.
7. Instruction: List steps to follow next including lecture, modeling, guided practice, activities, discussion, active student response, games, etc. Use an outline or numbered format to make it easy to follow along while teaching. Do not repeat things you listed above.
8. Closure - Summarize, put new knowledge into context of previous learning, relate to life experiences, etc.
9. Independent Practice - What assignment will you make for students to complete without your help?