POST SYLLABUS

Saginaw Valley State University
Teacher Education Department

TE 342: Teaching and Managing the Diverse Classroom: K-8 (4)
Winter 2002

Instructor: Dottie Millar, Ph.D.
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Office Hours: Tuesdays from 10:00 a.m. - 12:00 p.m.
Wednesdays from 4:00 p.m. - 6:00 p.m.
or by appointment

Course Description:

This course will provide an opportunity for preservice teachers to become knowledgeable about working with students included in mainstreamed, resource, and inclusive settings. The first part of the class will be focused on legal issues, including individualized educational programs, and characteristics of high and low incidence disabilities. The second part of the course will include an introduction to specialized methods, materials, and services available to youth with special needs while in the general education classroom. There will also be a field placement so that class participants can have the opportunity to interact and instruct youth with disabilities.

Course relationship to conceptual framework: Teacher as Decision-Maker

The model of the Teacher as Decision-Maker has been adopted by the Teacher Education program at SVSU and provides a foundation upon which the activities and ideas in this course are based. As a future or practicing teacher, you will have the opportunity to further develop your teaching skills as you participate in this course. Within this general model, you will also need to consider several key factors for making decisions about designing thoughtful and meaningful instruction across the content areas. These factors include curriculum content, instructional methods, and the classroom environment. The Interactive and Introspective Decision-Making model is presented below:
Course Objectives:

At the completion of this course, the student will be able to

- Identify differences between high and low incidence disabilities.
- Describe characteristics of students with various disabilities.
- Select appropriate IEP goals and objectives.
- Identify adaptive teaching strategies for students with special needs.
- Design and implement lesson plans with appropriate accommodations.
- Design a supportive and accommodating classroom for students with special needs in the general education classroom.

Course processes:

The course will provide opportunities for learning that include lecture as well as large and small group activities/discussion and field based experiences. Blackboard, email and videos will also be utilized to facilitate achievement of course objectives.

Required Text:


Expectations

1. Readings and assignments must be completed by the specified due date, with assignments turned in at the beginning of class. A 5 point reduction will occur for each day that an assignment is turned in late. No make-up exams, in-class assignments or special field experiences will be offered (unless there is evidence of a valid excuse).

2. Attendance is mandatory. If you are unable to attend a class or field experience because of an emergency or illness, please notify the instructor. You are responsible for obtaining notes and assignments from your colleagues. Class sessions will include interactive discussions with the instructor and classmates in group activities. Class participation points will be based on student attendance (30 points), participation in group activities, and a professional approach to learning.

3. Individual effort is required for completing assignments unless the assignment requires collaboration. However, during the completion of assignments in which group work is involved, you are expected to be a conscientious and valuable group member. Furthermore, please give credit to those individuals whose work you cite. Please refer to the SVSU Student handbook regarding academic honesty.

4. All written assignments must be professional (typed, proofread for spelling and grammar) and sources must be properly cited. All assignments are to have a cover page with your name, assignment title, and
date. The following factors will also be considered when grading your assignments: organization, clarity of presentation, completeness, attention to detail, uniqueness, creativity, depth, and use of "gender and disability correct" language.

5. If you have any questions regarding course goals, tasks, or activities, you are expected to contact the professor and arrange a time to meet to discuss them.

6. The instructor reserves the right to alter the course outline or the announced assignment schedule due dates without advanced notice.

* SVSU provides students with disabilities reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact me as early as possible.

**Evaluation and Grading**

**Exams**

Two exams (with one being designated as the final) will be administered throughout the semester. These exams are designed to help you keep up with the readings, and will consist of objective questions (i.e., true-false, multiple choice) and short answers. Each exam is worth 30 points.

**Teacher Interview**

The purpose of this assignment is to have the student interview their cooperating professional in order to learn strategies in areas including communicating with families, managing the classroom (e.g. student behaviors), assessing student progress, accommodating students with special needs, and co-teaching. The interview should not take more than 30 minutes of the cooperating professional's time. Following the interview, the student will write up a paper for submission.

**Research Paper**

You will be expected to write one research paper (worth 25 points). The paper will be focused on mainstreaming versus inclusion.

**Field based assignments**

1. **Field log**

   In addition to the questions and areas you will address in the field logs you complete for TE 310, you must also address the following for 4 field log entries:

   - What are your personal beliefs about educating students with disabilities or who come from diverse backgrounds in the general education classroom? How have these beliefs been challenged or affirmed?
   - How did the classroom environment encourage tolerance for differences and commonalities? Give specific examples to support your position.
• What kinds of accommodations and/or adaptations were made for students and why are they being used? Were they effective? Consider environmental, as well as, curriculum adaptations.

(2) Short term objectives (STOs) and data collection

• Identify two target behaviors (one academic and one social/emotional) exhibited by a student in the assigned classroom.
• Establish two short term objectives that include all 4 components of an STO.
• Design a data sheet for both target behaviors.
• Collect data for at least 3 visits per behavior.
• Analyze the data in relation to each of the STOs.
• Discuss the implications of your findings.

(3) Special Field Experiences

During the Special Field Experiences, students are required to:

• fully participate in all special field activities.
• conduct themselves as professionals in all aspects, which includes (a) attending each special field experience, (b) arriving on time, (b) staying throughout the session, (c) exhibiting a positive attitude and (d) establishing relationships with children and staff.

Classroom Management Plan

The purpose of the assignment is to help students become effective classroom managers. Students will design their ideal classroom and develop behavior management programs, including token economy systems and youth self-management plans.

Evaluation and Grading

(Assignment expectations/criterion sheets will be distributed in class)

Exams (2 @ 30 points each) 60 points
Teacher Interview 30 points
Inclusion Research paper 25 points
Field Log 20 points
STOs and data collection 20 points
Classroom Management Plan 40 points
In - Class Participation Activities (6 @ 5 points) 30 points
Special Field Experiences 30 points
Class Attendance 30 points
Total 285 points

Grading Scale

A    =    93% - 100%
A-   =    90% - 92%
B+   =    87% - 89%
B    =    83% - 86%
B-   =    80% - 82%
C+   =    77% - 79%
C    =    70% - 76%
D    =    66% - 69%
E    =    Below 66%
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Tests and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1/15</td>
<td>Introductions Review of course syllabus; Review of special education and inclusive schooling; review of legislation and pre-referral/assessment process</td>
<td>Chapter 1</td>
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<tr>
<td>2 1/22</td>
<td>Review of legislation and pre-referral/assessment process (continued); Adaptations; Planning and group strategies for learners with special needs; Assistive technology</td>
<td>Chapters 2, 16 and appendix, and EEW Chapter 5</td>
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<tr>
<td>3 1/29</td>
<td>Low incidence disabilities: Teaching students with mental retardation and severe disabilities; Teaching students with visual impairments, hearing impairments, physical disabilities or other impairments</td>
<td>Chapters 8 and 9, and EEW Chapter 1</td>
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<tr>
<td>4 2/5</td>
<td>High incidence disabilities: Teaching students with learning disabilities, attention deficit disorder, or emotional and behavioral disorders</td>
<td>Chapters 5 and 7</td>
<td>Inclusion vs. Mainstreaming Paper Due</td>
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<tr>
<td>5 2/12</td>
<td>High incidence disabilities continued: Teaching students with communication disabilities; Teaching culturally and linguistically diverse students.</td>
<td>Chapters 6 and 10</td>
<td>Field log 1 due</td>
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<tr>
<td>6 2/19</td>
<td>Teaching students at risk; Teaching students who are gifted and talented</td>
<td>Chapters 11 and 12</td>
<td>Field log 2 due</td>
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<td>TAKE - HOME MIDTERM</td>
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<td>7 2/26</td>
<td>SPRING BREAK</td>
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<td>8 3/5</td>
<td>Collaborating with parents, caregivers and others</td>
<td>Chapter 4, and EEW Chapter 10</td>
<td>EXAM 1 DUE at the beginning of class</td>
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<tr>
<td>9 3/12</td>
<td>Developing classroom and behavioral management procedures</td>
<td>Chapter 3, and EEW Chapters 2, 7, 8, and 9</td>
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<td>10 3/19</td>
<td>Developing classroom and behavioral management procedures (continued)</td>
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<td>Field log 3 due</td>
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<td>11 3/26</td>
<td>Facilitating social competence, self-determination and life skills</td>
<td>EEW Chapter 6</td>
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<td>12 4/2</td>
<td>Field Experience</td>
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<td>Field log 4 due</td>
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<td>13 4/9</td>
<td>Facilitating reading</td>
<td>Chapter 13, and EEW Chapter 3</td>
<td>Teacher Interview due</td>
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<td>14 4/16</td>
<td>Facilitating writing skills</td>
<td>Chapter 14</td>
<td>STOs and data collection due</td>
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<td>15 4/23</td>
<td>Facilitating math skills</td>
<td>Chapter 15, and EEW Chapter 4</td>
<td>Classroom management paper due</td>
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<td>TAKE - HOME FINAL</td>
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<td>16 4/30</td>
<td>Final Exam</td>
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<td>Exam 2 Due at noon</td>
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