Strategies for the Inclusive Classroom™

Course Description
In the inclusive classroom where exceptional learners and the general population learn side by side, teachers need practical, research-based strategies that enhance student achievement for ALL learners. In Strategies for the Inclusive Classroom™, a PLS 3rd Learning course, participants will explore strategies and design lessons that enhance learning and proficiency for the general population and also meet the needs of the exceptional learners and the unique and specific challenges they encounter.

Digital vs. Printed Course Materials
Please note:

- There is a required $10 material fee that provides access to digital course materials.* (The digital materials are identical to the printed materials.)
- You have the option to purchase a printed manual (and other printed corresponding materials) for an additional $30.

*After you register and your class is confirmed, you will receive a confirmation letter outlining how to access digital materials. If you choose digital materials (no printed materials), there may be a small file of pages you will need to print and bring to class. You will also need to access these digital materials during the course, so be prepared to bring your own device (B.Y.O.D.) to each class. If you pre-ordered a printed manual, it will be provided to you on the first day of class.

Course Alignments
This PLS 3rd Learning course is aligned to Charlotte Danielson’s Framework for Teaching:
- Domain 1 – 1A, 1B, 1C, 1D, 1E, and 1F
- Domain 2 – 2A, 2B, and 2D
- Domain 3 – 3A, 3C, 3D, and 3E
- Domain 4 – 4A, 4B, 4C, 4D, 4E, and 4F
Course Outcomes
Upon completion of this class, the learner will be able to:

1. Evaluate educational research relating to course theories and practices, making connections and applications to the classroom.
2. Design activities that develop a community of learners and foster a respect for diversity and inclusion.
3. Write standards-based learning targets at multiple levels of thinking.
4. Incorporate instructional strategies that engage students, encode information, and enrich learning.
5. Design lessons that make content comprehensible to students with literacy challenges.
6. Design lessons that incorporate reasoning and critical thinking to advance numeracy skills.
7. Design lessons that universally meet the needs of students with behavior, attention, and organization challenges and disorders.
8. Design lessons that universally meet the needs of the underachiever.
9. Develop a collaborative teaching partnership of shared responsibility for student learning.
10. Work collaboratively to share knowledge, skills, and experiences, refine understanding of content, give and receive feedback, and improve expertise.

Institutional Outcomes
(To be listed here)

Required Text
Selected research articles, research summaries, and topical articles drawn from educational literature and the course manual.

Topical Outline

<table>
<thead>
<tr>
<th>Section 1: The Diverse Classroom</th>
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<tbody>
<tr>
<td>Course overview; opening activities; icebreakers; the faces of inclusion; experts and inclusion; inclusion defined; highlights and hurdles; a community of diverse learners; implementation ideas, reflective evaluation of practice, and technology showcase</td>
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List of Concepts
### Section 2: Learning Targets
Diversity in one’s universe; learning targets; writing standards-based learning targets; communicating learning targets; multiple levels of thinking; Bloom’s Taxonomy; designing instruction at the foundational, developmental, and mastery levels; writing learning targets at multiple levels of thinking; designing instruction and assessments for a unit/lesson; self-assessment; implementation ideas, reflective evaluation of practice, and technology showcase; design an inclusive lesson (learning targets)

### Section 3: Memory and Learning
Universal Design for Learning; multiple pathways for learning; experience and memory; sensory memory, working memory, and long-term memory; engaging students through emotions in learning and active learning; encoding information through key terms, context, word walls, graphic organizers, memory strategies, and summary strategies; enrich learning to foster deeper levels of thinking (evaluating/creating); *The Who In You*; analyzing *The Who In You*; implementation ideas, reflective evaluation of practice, and technology showcase; design an inclusive lesson (engage, encode, enrich)

### Section 4: Literacy and Numeracy
Language acquisition (ELL) and literacy; tips for teachers of ELLs; activities for ELLs that develop reading, writing, speaking, and listening proficiency; data-driven analysis and design; standards for mathematical practice; clue centers; analyzing the standards for mathematical practice; numeracy in other content areas; implementation ideas, reflective evaluation of practice, and technology showcase; design an inclusive lesson (literacy and numeracy)

### Section 5: Behavior, Attention, and Organization
Highlights and hurdles; team teaching; Autism Spectrum Disorders (characteristics, signs and symptoms, myths and truths); social, communication, and behavior strategies for ASDs; social stories; executive functioning skills and challenges; Attention Deficit and Hyperactivity Disorders (symptoms, myths and truths, categories of inattention, hyperactivity, and impulsivity); strategies for focus and attention; behavior, attention, and organization strategies; implementation ideas, reflective evaluation of practice, and technology showcase; design an inclusive lesson (behavior, attention, and organization)
Section 6: The Underachievers

Sages on the stage; characteristics of the distant underachiever, the passive underachiever, the dependent underachiever, the defiant underachiever, gifted and talented underachievers, and the shut-down learner; strategies for each underachiever; problem-solving process to enhance learning; motivating underachievers; motivating gifted and talented students; strategies to modify, differentiate, and enrich curriculum for all students; implementation ideas, reflective evaluation of practice, and technology showcase; design an inclusive lesson (underachievers)

Section 7: Collaborative Teaching

Pros and cons of collaborative teaching; four levels of collaborative teaching; collaborative relationships; collaborative planning (time, space and environment, materials, classroom management, and duties); collaborative instruction (collaborative model, roles, and lesson plans); collaborative problem-solving (feedback and assessment; accommodations, modifications, differentiated instruction, and interventions); evaluating and refining the partnership; design an inclusive lesson analysis; implementation ideas, reflective evaluation of practice, and technology showcase; design an inclusive lesson (collaborative teaching); course review and closing
Course Assessments and Links to Institutional Outcomes and Course Outcomes (75% of final grade)
Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. The six mandatory assessments, which are bolded below, total 80 points. Participants choose two additional assessments (10 points each) from Assessment No. 1, Assessment No. 2, Assessment No. 3, or Assessment No. 4 for a cumulative total of 100 points for the course.

<table>
<thead>
<tr>
<th>Assessment No.</th>
<th>Description</th>
<th>Points</th>
<th>Correlations With Institutional Outcomes</th>
<th>Correlations With Course Outcomes</th>
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<tbody>
<tr>
<td>Assessment No. 1</td>
<td>Reflective Evaluation of Practice</td>
<td>10</td>
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<td>Assessment No. 2</td>
<td>Article Review</td>
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<td>Assessment No. 3</td>
<td>Resources for the Inclusive Classroom</td>
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<td>Assessment No. 4</td>
<td>A Community of Diverse Learners</td>
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<tr>
<td>Assessment No. 5</td>
<td>Design an Inclusive Lesson: Learning Targets</td>
<td>15</td>
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<td>1, 3, 10</td>
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<td>Assessment No. 6</td>
<td>Design an Inclusive Lesson: Engage, Encode, Enrich</td>
<td>20</td>
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<tr>
<td>Assessment No. 7</td>
<td>Design an Inclusive Lesson: Literacy and Numeracy</td>
<td>10</td>
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<td>Assessment No. 8</td>
<td>Design an Inclusive Lesson: Behavior, Attention, and Organization</td>
<td>10</td>
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<tr>
<td>Assessment No. 9</td>
<td>Design an Inclusive Lesson: The Underachievers</td>
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Assessment No. 10  Design an Inclusive Lesson: Collaborative Teaching

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<th>Criteria</th>
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Total 100

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

Course Project (25% of final grade)
As a requirement of this course, participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple grade activities to be completed throughout the term:

- topic identification and approval;
- topic research and article review;
- topic presentation and feedback survey development;
- presentation and feedback review; and
- project reflection.

Instructional Materials
Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.

Instructional Methodology
The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include instructor presentation of new content through short lecture bursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole class discussion, analysis of assigned reading, and application of course content and skills to each participant’s individual grade level, subject area, and classroom.

Evaluation
The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general
Strategies for the Inclusive Classroom

 attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

**Grading Policy**
(To be listed here)

**Absence and Tardy Policy**
(To be listed)

**PLS 3rd Learning’s Academic Integrity Policy**
PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another’s ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

**Identity Authentication**
The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the student’s computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private,
updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

**Participant Professionalism Policy**
As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

**Alignments to Charlotte Danielson’s Framework for Teaching**
Each PLS 3rd Learning course is aligned to the components in Charlotte Danielson’s *Framework for Teaching*. The alignments for this course are listed below.

**DOMAIN 1: PLANNING AND PREPARATION**
1A. Demonstrating Knowledge of Content and Pedagogy  
1B. Demonstrating Knowledge of Students  
1C. Setting Instructional Outcomes  
1D. Demonstrating Knowledge of Resources  
1E. Designing Coherent Instruction  
1F. Designing Student Assessments

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**
2A. Creating an Environment of Respect and Rapport  
2B. Establishing a Culture for Learning  
2D. Managing Student Behavior

**DOMAIN 3: INSTRUCTION**
3A. Communicating with Students  
3C. Engaging Students in Learning  
3D. Using Assessment in Instruction  
3E. Demonstrating Flexibility and Responsiveness

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**
4A. Reflecting on Teaching  
4B. Maintaining Accurate Records  
4C. Communicating with Families  
4D. Participating in a Professional Community  
4E. Growing and Developing Professionally  
4F. Showing Professionalism
Course Outcome Correlations With Model Core Teaching Standards (InTASC)

**Standard 1: Learner Development**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2: Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3: Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard 4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard 5: Application of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard 6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Course Outcomes

1, 2, 3, 4, 5, 6, 7, 8, 9, 10
**Standard 7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Standard 8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Standard 9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Standard 10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

1, 4, 9, 10

The Interstate New Teacher Assessment and Support Consortium (InTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council’s website at http://www.ccsso.org/intasc


### Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Five Core Propositions

#### Proposition 1: Teachers are Committed to Students and Their Learning.

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NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.

They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.

NBCTs understand how students develop and learn.

They respect the cultural and family differences students bring to their classroom.

They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.

NBCTs are also concerned with the development of character and civic responsibility.

#### Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

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NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.

They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.

They are able to use diverse instructional strategies to teach for understanding.

#### Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

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NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.

NBCTs know how to assess the progress of individual students as well as the class as a whole.

They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

**Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.**

NBCTs model what it means to be an educated person— they read, they question, they create and they are willing to try new things.

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.

They are leaders and actively know how to seek and build partnerships with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

They know how to work collaboratively with parents to engage them productively in the work of the school.

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Bibliography


