

Strategies for the Inclusive Classroom™

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Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL:

PLSClasses.com/our-courses/syllabi.

Course Description

Strategies for the Inclusive Classroom is a 3-credit hour course that provides practical, research-based strategies for the inclusive classroom where learners with special needs and the general student population learn side by side. Participants design lessons that incorporate universal strategies that enhance learning and success for ALL learners, while also meeting the needs of underachievers, students with literacy and numeracy challenges, and students with specific disorders that impact learning. Participants also examine strategies for working and teaching collaboratively in an inclusive classroom that has more than one teacher.

Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.

2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to the inclusive classroom.
3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.
4. Develop standards-based learning targets and assessments at the foundational, developmental, and mastery levels of thinking.
5. Incorporate strategies into an inclusive lesson that enhance student engagement, develop encoding skills, and utilize complex thinking tasks to enrich learning.
6. Incorporate strategies into an inclusive lesson that support students with language or literacy challenges.
7. Incorporate strategies into an inclusive lesson that require reasoning, critical thinking, and problem-solving and support students with numeracy challenges.
8. Incorporate strategies into an inclusive lesson that address the specific learning needs of students with behavior, attention, or organization challenges and disorders.
9. Analyze the characteristics and challenges of an underachiever in the classroom and develop appropriate interventions to motivate and meet the needs of this learner.
10. Design an inclusive lesson for the classroom that is targeted to multiple levels of proficiency; contains strategies that engage, encode, and enrich the lesson; and utilizes appropriate interventions targeted to students with special learning needs.

Course Topical Outline

	List of Concepts
<p>Section 1: The Diverse Classroom</p>	<p>Welcome and course overview; section overview and learning targets; community-building activity: Seek, Share, Sign, and Shake and introductions; research excerpts; videos and foldable: compelling whys for inclusion; expert statements: four major components of inclusion; 1) a community of learners, 2) aligned outcomes and assessments, 3) a universal design for learning, 4) a collaborative teaching structure; highlights and hurdles of inclusion; diversity community-building activity: My Passport; revisit learning targets; implementation ideas for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires reflective practice.</p>

<p>Section 2: Learning Targets</p>	<p>Section quote, learning targets, overview, and research excerpts; diversity in one’s universe; foundational, developmental, and mastery level standards-based learning targets; tips for communicating learning targets; multiple levels of thinking in Bloom’s Taxonomy; standards-based learning targets at the foundational, developmental, and mastery levels of thinking; various types of assessments; quick formative assessments; foundational, developmental, and mastery level assessments; revisit the learning targets using self-assessment; implementation ideas for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; technology showcase; components of a standards-based inclusive lesson; graphic organizer used to design lessons; complete an assessment that requires the research and review of educational literature; complete an assessment that requires research of methods, strategies, and activities that expand expertise; complete an assessment that develops foundational, developmental, and mastery level standards-based learning targets and assessments.</p>
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<p>Section 3.1: Memory and Learning</p>	<p>Section quote, learning targets, overview, and research excerpts; Universal Design for Learning principles and practices; strategies for providing multiple pathways for learning: 1) multiple means of representation, 2) multiple means of action and expression, 3) multiple means of engagement; memory activity; various memory pathways: sensory memory, working memory, long-term memory; semantic memory, episodic memory, procedural/reflexive memory, emotional memory; strategies for teaching so students remember: engage, encode, enrich; Engage: conversation station to discuss emotions in learning, explore characteristics of active learning; Encode: centers for encoding strategies a) key terms and context: identifying key terms and vocabulary idiom investigation; b) discuss word parts (prefixes, roots, suffixes), create a word part collage; Bloom’s four out the door reflection; complete the first part of an assessment by choosing a lesson, identifying the key terms and materials, and writing the instructional procedures.</p>
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<p>Section 3.2: Memory and Learning</p>	<p>Letter review activity; Encode: centers for organization strategies: create a word wall, graphic organizers, elaborative encoding strategies, pre-summary and summary strategies: who/wanted/but/so summary, picture summary, creative comparison summary, graphic organizer summary, and visual document summary; summary frame reflection; Enrich: analyze and incorporate higher levels of thinking (evaluating/creating) in lessons; add evaluating and creating to classroom scenarios; activity that models engage, encode, enrich: The Who In You: one's fundamental nature, totem pole of animal symbolism; analyze the engage, encode, enrich components in The Who In You lesson; implementation ideas for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; technology showcase; design an inclusive lesson that incorporates engage, encode, and enrich strategies; complete an assessment that requires the design of an inclusive lesson with engage, encode, and enrich strategies.</p>
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<p>Section 4: Literacy and Numeracy</p>	<p>Section quote, learning targets, overview, and research excerpts; Literacy: main areas of language acquisition (ELL)—listening, speaking, and reading; five levels of language proficiency and literacy; tips for teachers of ELLs; activities for ELLs that develop reading, writing, speaking, and listening proficiency; classroom applications and ideas for modification: a) Environmental Print, b) Hit the Road, c) International Class Community, d) Alpha Box, e) Animal to Animal, f) Concept Maps, g) Tell Me How You Feel, h) News and Entertainment, i) Slang It!, j) 3-D Visual Literacy, k) What’s Happening?, l) Let’s Move; think and link reflection; data-driven analysis and design; word link energizer; Numeracy: mathematical content and mathematical practice; Standards for Mathematical Practice; content-oriented clue centers develop numeracy skills: a) language arts: artificial language and analogies, b) health/ physical education: evaluate transplant candidates, c) practical arts: cutting cake and calculating home sales, d) science: alien classifications, e) social science: analyzing cause and effect, f) geometry: tangram puzzles; make applications to the classroom for the Standards of Mathematical Practice; implementation ideas for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; technology showcase; design an inclusive lesson that supports literacy and numeracy; complete an assessment and identifies the literacy and numeracy strategies incorporated into a lesson.</p>
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<p>Section 5.1: Behavior, Attention, and Organization</p>	<p>Section 5.1: Behavior, Attention, and Organization Section quote, learning targets, overview, and research excerpts; opening activity: special education acronyms; self-assessment: highlights and hurdles for each section; guidelines team teaching: 1) Autism Spectrum Disorders: characteristics, signs, and symptoms; Autism and Asperger’s; ASD myths and truths; complete a reflection; social, communication, and behavior strategies for ASDs; social stories; analyze student scenarios and identify appropriate strategies and interventions; implementation ideas for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.</p>
<p>Section 5.2: Behavior, Attention, and Organization</p>	<p>2) Executive Functioning: executive functioning executive functioning skills and challenges; 3) Attention-Deficit/ Hyperactivity Disorders: symptoms of inattention, hyperactivity, and impulsivity; symptoms of students with ADD/ADHD; ADD/ADHD myths and facts; insight reflection; strategies for shifting attention and divided attention; behavior, attention, and organization strategies that relate to managing: time, space and materials, work, the environment, instruction, tasks, and social interactions; implementation ideas for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; technology showcase; deign an inclusive lesson that incorporates strategies for students with behavior, attention, and organization challenges; complete an assessment that incorporates strategies to enhance learning and address the specific needs of students with behavior, attention, and/or organization challenges.</p>

<p>Section 6: The Underachievers</p>	<p>Section 6: The Underachievers Section quote, learning targets, overview, and research excerpts; personal experiences and insights regarding underachievers; characteristics of: the gifted underachiever, the underachiever, and the shut-down learner; jigsaw read of research related to: distant passive, dependent, and defiant underachievers, gifted and talented underachievers, and the shut-down learner; jigsaw share of developmental characteristics, school characteristics, and specific strategies; problem-solving process to analyze student scenarios and determine type of underachiever, characteristics, and appropriate intervention strategies; 20 strategies teachers can use to motivate underachievers; strategies for motivating gifted and talented students; strategies to modify, differentiate, and enrich; implementation ideas for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; technology showcase; design an inclusive lesson that incorporates strategies to motivate one of the underachievers; conduct an expanding expertise exchange to share ideas and strategies related to the course; complete an assessment that analyzes the characteristics and challenges of an underachiever and incorporates appropriate strategies to meet the needs of the underachiever; complete a synthesis assessment that requires the design an inclusive lesson for the classroom that is targeted to multiple levels of proficiency; contains strategies that engage, encode, and enrich the lesson; and utilizes appropriate interventions targeted to students with special learning needs.</p>
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<p>Section 7.1: Collaborative Teaching</p>	<p>Expand expertise and enhance teacher practice in an exchange of methods, strategies, and activities; discuss the section quote, learning targets, overview, and research excerpts; analogy for collaborative teaching; pros and cons of collaborative teaching; four levels of collaborative teaching: 1) establish collaborative relationships: share strengths, challenges, and styles; 2) engage in collaborative planning: share a self-analysis as it relates to time, space, environment, materials, classroom management, and duties; 3) collaborative instruction: evaluate various collaborative teaching models; analyze collaborative teaching models in The Who In You lesson; establish collaborative teaching roles for various aspects of a lesson.</p>
<p>Section 7.2: Collaborative Teaching</p>	<p>Design an inclusive lesson that is taught collaboratively; comprehension recap; “if/then” scenario responsibilities when teaching collaboratively; 4) collaborative problem solving centers: a) feedback in the form of peer- and self-assessment, b) accommodations and modifications for various scenarios, c) explore differentiated instruction by creating a choice window, d) choose and select appropriate interventions, e) use problem-solving to evaluate and refine the partnership; practice analyzing the design an inclusive lesson taught collaboratively; implementation ideas for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; technology showcase; two stars and a wish conclusion activity.</p>

Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research Assessments comprise 50% of the final grade and the Application Assessments comprise the other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

Course Portfolio	Pts.	Correlations to Course Outcomes
Assessment 1: Resource Reviews	30	Outcome 1
Assessment 2: Expanding Expertise	35	Outcome 2
Assessment 3: Reflective Evaluation of Practice	20	Outcome 3
Assessment 4: Learning Targets	16	Outcome 4
Assessment 5: Engage, Encode, Enrich	16	Outcome 5
Assessment 6: Literacy and Numeracy	15	Outcome 6 & 7
Assessment 7: Behavior, Attention, and Organization	16	Outcome 8
Assessment 8: The Underachievers	17	Outcome 9
Action Research Assessments Total	100	
Application Assessments Total	100	
Course Portfolio Total	200	
Virtual Classroom and Reflection/Discussion Forum {REMOTE LEARNING ONLY}	TBD	Outcome 3
Supplemental Assessment 1: Inclusive Community of Learners	[20]	Outcome 5

Supplemental Assessment 2: Collaborative Teaching	[20]	Outcome 10
Final Course Portfolio Total		

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Additional Information

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