Collaboration and Inclusion

Education 250 - Fall 2017

Syllabus

Instructor: Becky Anderson

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Classes are held on Thursdays from 6:00pm-9:35pm, Room 109, Education Hall.

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Course Purpose
This course is designed to expand and deepen students’ knowledge, understanding and skills to increase the effectiveness of interactions with education professionals, community agencies, and families for the purpose of supporting students with disabilities. The readings, activities, projects, and class interactions will build capacities for participants to gain personal, professional, family and systemic perspectives to increase the quality of intra-and interpersonal skills. The class is structured to provide each learner the opportunity to initiate, analyze, activate and evaluate their learning within the context of the content. The course will assist students in developing their understanding of the Education Department’s guiding principles, specifically Cultural Sensitivity and Reflection, and InTASC Core Teaching Standards (Standards 1, 2, 3, 9, and 10).

CCSSO InTASC Model Core Teaching Standards
CCSSO=Council of Chief State School Officers
InTASC=Interstate Teaching Assessment and Support Consortium
1: Learner Development
2: Learning Differences
3: Learning Environments
9: Professional Learning and Ethical Practice
10: Leadership and Collaboration

Prerequisites: EDU 261 and EDU 248
**Student Learning Outcomes**

1. Develop philosophies and supporting methods and strategies, regarding personal and professional roles and responsibilities, in an effort to become more effective in working with colleagues, community agencies, families, and students.

2. Identify, analyze, and develop the insight and skills necessary to promote collaborative relationships among school professionals, community agencies, and families of children with disabilities.

3. Demonstrate an understanding of legal issues concerning the involvement and rights of parents with children who have disabilities.

4. Assess your personal and professional growth as a collaborative and responsible preservice teacher.

5. Explain the primary elements essential for effective team teaching, as well as the challenges, benefits and drawbacks of this practice.

**Course Requirements**

50% Participation

This course offers many opportunities for growth and learning including *considerable discussion, in-class activities, assignments and group work*. The student’s role is to demonstrate *intentional participation and learning by his/her active engagement* in the various class activities.

25% Preparedness

Books make the unknown known; they provide opportunities for readers to grow and develop in many ways. Inclusion literature is no exception. Books about characters with disabilities can play an important part in the successful inclusive classroom. There is no doubt that school-based professionals can benefit from increased awareness and appreciation of this genre. Related discussion and activities make inclusion literature, already a good thing, even better. (Hollander 2004)

“Inclusion literature is a powerful tool for helping students without disabilities develop an awareness of and tolerance for those with disabilities” (Andrews, 1998, p. 28). These perspectives broaden horizons for all readers and help create classrooms where all children are accepted (Education Week, 2014).

Whole-group read: *Out of My Mind* by Sharon Draper
**Tangerine** by Edward Bloor.

Required Text:

**Restorative Practice and Special Needs: A Practical Guide to Working Restoratively with Young People**

*1st Edition* by Nicholas Burnett (Author), Margaret Thorsborne (Author), Nancy Riestenberg (Foreword)

In addition to reading texts, articles, videos and/or other multimedia will be assigned each week.

**25% Individualized Learning Plan**

Students will create a portfolio of *growth* as evidenced by both the process engaged in and the progress made toward Learner Outcomes.

Based on course learner outcomes, you will create an individualized learning plan for the semester. Conceptually, the ILP is a living document which will allow you to make informed decisions about your learning and professional development. The ILP will consider: a) Learning *needs* – what do you most need to learn about in the weeks/months ahead? b) Learning *activities* – what are the best ways for you to learn the content and/or skills, what learning activities will help you meet your learning needs, and what help or support will you need? c) *Evidence* of learning – How will you demonstrate your progress and achievement?

**Reflective/Analytical/Reaction Writing (in relation to your ILP)**

Clark (1995) suggested that learning to be a good teacher results from conscious reflection on events, training, experiences, readings, and other contextual contributions. Through written reflection and analysis, students will explore the various aspects of collaborating with peers, students, schools, families and communities.

Students will be asked to include reactions and reflections based on the analysis of text, experiences, and/or self in conjunction to their growth towards goals and learner outcomes. The purpose of this writing is to encourage you to examine and reflect on material and experiences and what it means to you as an educator.

**Attendance**

Because class attendance is necessary to achieve the learning outcomes of the course, it will be necessary for you to come to class on time, prepared and ready to participate. Missing class places the student at a disadvantage in acquiring knowledge and skills presented through the course as well as making it difficult to assess the student's learning and performance. *Students with unexcused absences are subject to grade reduction.*

**Grading Scale**

95%-100% A  
94%-90% AB  
89%-85% B  
84%-80% BC  
79%-75% C  
74%-70% D  
69 or below F
Assessment Summary
Assessment rubrics will be co-created.
Students will self-assess in conjunction with feedback from facilitator.

Please Note:
I wish to fully include all students in this course. Reasonable accommodation for students with disabilities will be provided according to the needs and documentation of the disability. Accommodation requests should be made through the Walter Young Center. Carroll University’s ADA and 504 procedures will be followed.

Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.

Two of the most important qualities any professional must possess are honesty and integrity. This is especially true of educators. With this in mind, I require all outside resources you use be cited appropriately. If it is found that you have plagiarized any portion of any assignment, you will fail not only the assignment but the course as well. If you have questions regarding how to cite sources, please ask.

The Carroll University Academic Integrity Policy is located in your student handbook (http://www.carrollu.edu/campuslife/pdfs/handbook.pdf). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.

The instructor and the University reserve the right to modify amend, or change the syllabus as the curriculum and/or program require(s).