



## **The Inclusive Classroom**

**EDUO 9400**

**One Semester Credit/Unit**

**Instructor – Julie Gray**

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### **Course Introduction:**

Experts agree that for the successful inclusion of students with special needs into the general education classroom, a collaborative partnership should be formed between the regular classroom teacher and the special education teacher. Extensive and ongoing planning is needed for both teachers to adapt or modify instructions, materials, and the general education classroom environment for the benefit of the included student with special needs. This course is designed to facilitate the planning and preparation necessary for all students to succeed.

### **Course Objectives:**

By the conclusion of this course, participants will have the opportunity to complete an inclusion plan that will enhance their educational program and add to their knowledge and skills. Participants will have:

- Collaborated with colleagues and parents
- Adapted the physical and instructional environment
- Reviewed classroom management techniques
- Searched for and obtained new resources
- Developed relevant assessment tools.
- Researched a current article relevant to inclusion
- Read Part C and used the Supplemental Materials as needed

**Grading Rubric for Coursework Sections: B1-B9:**

Enrollees in this course are required to respond to all questions posed in each of the following sections:

- B1 Inclusion Plan
- B2 Collaboration a & b
- B3 Adaptations a & b
- B4 Classroom Management
- B5 Resources a & b
- B6 Assessment a & b
- B7 Checklist-General Educator or Special Educator
- B8 Log of Inclusion Activities
- B9-Online Article Summary

**Written Response Rubric:**

Exemplary: Met and Exceeds Expectations A+ to A-	Acceptable: Meets Expectations B+ to B-	Unacceptable: Needs Improvement. Must be resubmitted.
Reflective, thoughtful ideas relevant to the assignment are clearly stated.	Presents some relevant ideas and connections to the assignment.	Few relevant ideas connected to the assignment, some ideas unclear.
Very well organized	Is generally well organized	Shows little organization
Reflective piece covers numerous facts and specific details of the learning experience	Some facts and specific details of the learning experience are included.	Few or no facts or specific details of the learning experience are included.
Free of Spelling or grammatical errors	Writing contains a few spelling or grammatical errors.	Numerous spelling or grammatical errors. Writing is difficult to read.

**All written assignments should be completed offline in a word document and carefully numbered B1, B2a, B2b etc.**

**See session 7 for assignment submission instructions.**

**Assignment B1: Inclusion Plan**

Your assignments for this course will document your progress in collaborating with a colleague as you work to successfully include one or more special education students in a regular education classroom. For the first assignment, complete the following information as you meet to plan for the inclusion.

Date: \_\_\_\_\_ School Site: \_\_\_\_\_

Special Education Teacher \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Grade level or subject of students \_\_\_\_\_

Disability(s) of included student(s):

Briefly describe the problems and concerns to be addressed in implementing the successful inclusion of students at your site.

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### **Assignment B2: Collaboration**

- a. Describe how you worked together with other teachers at your site to plan, prioritize objectives and implement inclusion for students.
- b. How have you worked to improve communications with parents in the inclusion process?

### **Assignments B3: Adaptations**

- a. Describe how the physical classroom environment was adapted for the included student(s).  
\_\_\_\_\_No adaptation needed. Explain.
- b. Describe some adaptations in the instructional procedures, curriculum materials, or equipment that were implemented.

### **Assignment B4: Classroom Management**

Describe how the classroom management procedures were modified to help the included students(s).

\_\_\_\_\_No adaptation needed. Explain.

### **Assignment B5: Resources**

- a. Cite evidence of any disability resources, websites, organizations or specialists that were consulted to provide additional support and information for the inclusion process.
- b. If a paraprofessional was available in the classroom, how was that person's effectiveness increased?

### **Assignment B6: Assessment**

- a. How was the testing and/or grading system modified for the included student(s)?  
\_\_\_\_\_No modifications needed. Explain.
- b. Evaluate your inclusion plan: What successes have been documented? What are the areas of difficulty for the included students that still need to be addressed?

## B7 – Checklist of Classroom Teacher’s Activities for Inclusion Plan

(complete at least 6 of these)

Date	Activity
	Reviewed IEP Plan of included student
	Attended IEP meeting of included student
	Researched website of library resources or emailed instructor
	Consulted with “Inclusion Coach” or other local specialist
	Attended training on inclusion
	Planned modifications of core curriculum for included student(s) (i.e. – taping a lesson)
	Planned accommodations for included student(s) (i.e. providing extra time on tests)
	Planned seating & other environmental concerns for included student(s)
	Participated in write-up of behavior plan for included student(s)
	Planned alternate methods of evaluation/grading for included student(s)
	Planned a lesson which included the special education teacher as co-teacher
	Planned for effective use of the special education paraprofessional

## B7 – Checklist of Special Education Teacher’s Activities for Inclusion Plan

(complete at least 6 of these)

Date	Activity
	Conferenced with classroom teacher or team of teachers on inclusion
	Reviewed IEP Plan of included student(s) with classroom teacher
	Researched website or library resources or emailed instructor
	Compiled articles to share with staff on collaboration & inclusion best practices
	Reviewed district core curriculum & obtained supplementary materials supportive of the curriculum
	Planned modifications of curriculum for included student(s) with classroom teacher input
	Planned with classroom teacher input, seating & other environmental changes for included student(s)
	Planned accommodations for included student(s) with classroom teacher input
	Planned & implemented with classroom teacher input, classroom management techniques for included student(s)
	Planned with classroom teacher input, alternate methods of evaluation/grading for included student(s)
	Planned one or more lesson(s) to co-teach with the classroom teacher
	Planned with classroom teacher input for effective use of the special education paraprofessional
	Planned for effective use of the special education paraprofessional

## B8-Log of Inclusion Activities

Log under the following headings all the preparation, implementing and assessing you did to complete your inclusion plan. Include dates and associates involved with you.

Date	Activity	People Involved

## **B9-Online Article Summary.**

Conduct a search for one or more online articles pertaining to the inclusion of students with special needs in the general education setting. Submit the title, website, and author(s) of the article along with a short summary of the article. Additionally, describe what information in the article was useful and pertinent in your inclusion efforts.

### **Resources:**

Additional Information: See Supplementary Materials Section C

- Collaboration: The Key to Successful Teaching
- Team Roles and Responsibilities
- My Collaboration Meeting Schedule
- Collaboration Meeting Notes
- Accommodations vs. Modifications
- Classroom Accommodations: Pages: 2
- Consider Classroom Materials and Equipment
- Leveling Activities
- Adaptations to Routine Classroom Activities
- Leveling Language Arts Instruction and Student Responses-Using Accommodations and Modifications
- Leveling Math Instruction and Student Responses Using Accommodations and Modifications
- Ideas for Modifying Projects and Units

### **Submitting Coursework**

Course assignments should be carefully numbered in one or more Word files or scans that may be web-posted to the **Assignments Drop Box** at the top of this page or emailed to your instructor Julie Gray at *jgray@dominicancaonline.com*.

Please submit assignments all at once.

Label coursework carefully with your name, address, email and phone number as well as the name and number of the course.

If you choose to email the completed assignments, put your name and the course number in the subject line.