EDSP 3240 Creating Collaborative and Inclusive Classrooms

Department of Special Education

Instructor Name:	Beth Hawkins

Course Catalog Description:

Analysis of collaboration and communication models to support best practices when working with families, caregivers, and professionals to support students with disabilities. The focus will be on the changing definition of family and other factors that may impact students. Teaching models, classroom makeup, and staff supports impacting students and families are examined. Requires 5 hours of observation in a Co-Teaching Classroom.

Prerequisites: EDUC 2301 Introduction to Special Populations

Required Purchases: Textbooks

Creating Inclusive Classrooms: Effective, Differentiated and Reflective Practices, 8th edition Published by Pearson (April 7, 2015) © 2016 Spencer J. Salend Salend, S. J. (2016). *Creating inclusive classrooms: Effective, differentiated, and reflective practices* (8th ed.). Pearson. ISBN-13: 9780133591200	Interactions: Collaboration Skills for School Professionals, 9th edition Published by Pearson (February 24, 2020) © 2021 Marilyn Friend Friend, M. (2021). *Interactions: Collaboration skills for school professionals* (9th ed.). Pearson. ISBN-13: **978-0135752388**
Observations:5 hours in a school setting specifically in a Co-Teaching ClassroomLinks to an external site.	

Access to Learning Resources:
UNT Dallas Library:

phone: (972) 780-1616
web: http://www.untdallas.edu/library
email: library@untdallas.edu

UNT Dallas Bookstore:

phone: (972) 780-3652
web: http://www.untdallas.edu/bookstore
e-mail: untdallas@bkstr.com

Additional Internet Resources:

https://iris.peabody.vanderbilt.edu/pd-hours/earn-pd-hours/available-modules/
http://framework.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx
https://tea.texas.gov/
https://sites.ed.gov/idea/
https://www.wrightslaw.com/idea/

Supported Browsers:

Chrome 67 & 68
Firefox 60 & 61
Flash 29, 30 (for audio/video)
Respondus Lockdown Browser Safari 10, 11

Supported Devices:

iPhone
Android Chromebook
(Tablet users can use the Canvas app)

Getting Help with Canvas:

Canvas 24/7 Phone Support for Students: 1-833-668-8634
Canvas Help Resources:
Web: Canvas Student Guide

For additional assistance, contact Student Assistance Distance Learning:

DAL1, Room 157 phone: (972)338-5580 email: distancelearning@untdallas.edu

Screen Readers:

VoiceOver (Safari) JAWS (Internet Explorer) NVDA (Firefox) Note: There is no screen reader support for Canvas in Chrome

If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.

Course Goals

1. Discuss the historical development of special education, citing the advantages and disadvantages of various service delivery models, including definitions and special circumstances.

2. Develop and implement strategies for using school, community, and home resources in the curriculum across and among cultures.

3. Examine the importance of family and educator relationship in the collaboration process.

4. Identify and demonstrate knowledge of alternative instructional arrangements for special education personnel and instructional delivery systems, including normalization.

5. Demonstrate knowledge of ethical practices, confidentiality and considerations for collaboration.

6. Identify and discuss roles and responsibilities of various participants and settings (e.g., families, paraprofessionals).

Student Learning Objectives are aligned to the TExES Special Education EC-12 (161) Framework
1. Develop and implement strategies for using school, community, and home resources in the curriculum across and among cultures. **Domain IV; Standard I and Domain II; IX**
1. Discuss the importance of family and educator relationship in the collaboration process. **Domain IV; Standard III, Domain I; V, and Domain II; Standards IX and X**
1. Identify and demonstrate knowledge of alternative instructional arrangements for special education personnel and instructional delivery systems, including normalization. **Domain IV; Standard III, Domain I; IV, Domain II; VI, VII, and X**
1. Discuss and demonstrate knowledge of ethical practices, confidentiality and considerations for collaboration. **Domain IV; Standard II and III**
1. Discuss the historical development of special education, citing the advantages and disadvantages of various service delivery models, including definitions and issues. **Domain IV; Standard I, Domain II; Standards VI and X**
1. Identify and demonstrate knowledge of techniques when communicating and collaborating effectively with paraprofessionals and other school and community personnel to deliver special education services. **Domain IV; Standard III**

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated through email or class.

Items Bolded due in Class

Date	SLOs & TExES SPED Competencies 161	Book/Chapter	Assignment
8/26/24	**SLO #6 and 5, Domain IV; Standard I,II, and III, and Domain II; Standards VI and X**	**Introduction/Syllabus/Getting to Know You** v **Set up groups for Professional Development Presentation & submit disability**	
9/2/24			Holiday

9/9/24	**SLO #5 and 3, Domain I; Standard IV, Domain II; Standard VI, VII, and X, and Domain IV; Standards I and III**	Creating Inclusive Classrooms: Effective, Differentiated and Reflective Practices, 8th edition Chapter 1: **Understanding Inclusion**	Quiz 1 [Request Observation LocationLinks to an external site.](#)
9/16/24	**SLO #4 and 5, Domain II: Standards VI and X, Domain IV; Standard I, II, and II**	Creating Inclusive Classrooms: Effective, Differentiated and Reflective Practices, 8th edition Chapter 2: **Understanding Special Education Process**	Quiz 2 **BA: Parent Communication (Rough Draft)**
9/23/24	**SLO #1 and 6, Domain II; Standard IX, Domain IV; Standard I and III**	Interactions: Collaboration Skills for School Professionals, 9th edition Chapter 11: **Families**	Quiz 3 TEALearn: Paraprofessional
9/30/24	**SLO #1, 4, and 6, Domain II; Standard IX, Domain IV; Standard I, II and II**	Interactions: Collaboration Skills for School Professionals, 9th edition Chapter 10: **Paraeducators**	Quiz 4 **BA: Instructional Assistants (Rough Draft)**
10/7/24	**SLO #3 and 6, Domain I; Standard IV, Domain II, Standards VI, VII, and X, and Domain IV; Standard III**	Creating Inclusive Classrooms: Effective, Differentiated and Reflective Practices, 8th edition Chapter 3: **Understanding the Educational Strengths & Challenges of Students with disabilities**	Quiz 5
10/14/24	**SLO #3 and 6, Domain I; Standard IV, Domain II, Standards VI, VII, and X, and Domain IV; Standard III**	**Professional Development Presentation over Disability**	**Project over Disability** **BA: Developmental Scale (Rough Draft)**
10/21/24	**SLO #2, 3 and 6, Domain I; Standard IV and V, Domain II, Standards VI, VII,**	Creating Inclusive Classrooms: Effective, Differentiated and Reflective Practices, 8th edition Chapter 4: **Understanding the Educational Strengths & Challenges of Students from Diverse Background**	Quiz 6 AH-HA Video Moment Discussion

Date	Standards	Reading	Assignments
	IX, and X, and Domain IV; Standard III		
10/28/24	**SLO #1 and 6, Domain II, Standard IX, and Domain IV; Standards I and III**	Creating Inclusive Classrooms: Effective, Differentiated and Reflective Practices, 8th edition Chapter 5: **Creating Collaborative Relationships and Fostering Communication**	Quiz 7 **BA: Appendix (Rough Draft)**
11/4/24	**SLO #1 and 6, Domain II, Standard IX, and Domain IV; Standards I and III**	Creating Inclusive Classrooms: Effective, Differentiated and Reflective Practices, 8th edition Chapter 6: **Fostering Transitions, Self-Determination, Acceptance, and Friendships**	Quiz 8
11/11/24	**SLO #1 and 3, Domain I; Standard IV, Domain II, Standard VI, VII, and X, and Domain IV; Standards I and III**	Creating Inclusive Classrooms: Effective, Differentiated and Reflective Practices, 8th edition Chapter 7: **Creating a Classroom Environment That Promotes Positive Behavior**	Quiz 9 **BA: Co-Teaching (Rough Draft)** TEALearn: Inclusive Education
11/18/24	**SLO #1 2, and 3, Domain I; Standard IV and V, Domain II, Standard VI, VII, IX, X, and XIII, and Domain IV; Standards I and III**	Interactions: Collaboration Skills for School Professionals, 9th edition Chapter 9: **Difficult Interactions**	Quiz 10
11/25/24	**SLO #3, Domain IV; Standard III, Domain I; IV, Domain II; VI, VII, and X**	Creating Inclusive Classrooms: Effective, Differentiated and Reflective Practices, 8th edition Chapters 8-11: **Differentiating Instruction for Diverse Learners** Students Teaching: · **Differentiating Large- and Small-Group Instruction** · **Differentiating Reading, Writing, and Spelling Instruction** · **Differentiating Mathematics, Science, and Social Studies Instruction**	Quiz 11 **Teach Class on Different Area of Differentiation**

12/2/24	**SLO #3 and 6, Domain I; Standard IV, Domain II, Standards VI, VII, and X, and Domain IV; Standard III**	Creating Inclusive Classrooms: Effective, Differentiated and Reflective Practices, 8th edition Chapter 12: **Evaluating Student Progress and the Effectiveness of Your Inclusion Program**	Quiz 12 Final Upload of Binder Assignment Project
12/9/24		Final Exam online via Canvas	

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated through email or class.

Course Requirements:

1.	**Demonstrate Attendance and Professionalism** Students show professionalism when they: · Attend all classes on time, **15 minutes or more is late** · Do Not Miss more than **20 minutes** of class (not including teacher given breaks) · Participate in class discussions · Take phone calls outside of class · No laptops or cell phones used in class (unless have a digital copy of book and it can only be used when we are specifically reading from book) · Prepared for quizzes due on the Friday after the chapter has been completed · Are flexible to schedule changes; · Respect the opinion and rights of others. All assignments should be turned in on the day they are due via Canvas by the assigned date and time. · Assignments turned in after due date are considered _late_. 25% of the assignment value will be deducted; and then points deducted for the submitted work if warranted. · Any assignment turned in a week after the due date will not be accepted. · Special circumstances need to be discussed with the instructor ahead of time unless extenuating circumstances. ***Technology Violation or not adhering to attendance requirements will result in a 2 point deduction from professionalism grade for each occurrence.** **100 pts**

2.	**Chapter Quizzes (worth 10 pts each)** Due Online through Canvas There will be quizzes on assigned chapter readings. Quizzes will be given through Canvas **There will be no late Quizzes** Quizzes and Discussions will be posted after the corresponding class **Quizzes due every Friday after the chapter is completed @ 11:59 PM 120 pts**
3.	**Binder Assignment Rough Draft Sections:** *Due in Canvas & Class* Upload to Canvas in order to receive credit. 1 Parent Communication 09/30/2024 2 Instructional Assistants 10/14/2024 3 Developmental Scale 10/28/2024 4 Co-Teaching (requires 5 hours of observation in Co-TeachingLinks to an external site.) 11/11/2024 5 Appendix 11/25/2024 **5 @ 6pts = 30 Points**
4.	**Professional Development Project** *Due in Class* You will work with an assigned group of 3 or more and develop a Professional Development Presentation about a specific disability. In your presentation you will need to include the following: 1. *Electronic Visual: ppt, prezi… (17 slides minimum) 2. What your disability is (2 slides) 3. *Interview from parent or teacher of a student with this disability (need to have signature below, 1 per group) a. If you need a teacher to interview I can get email addresses of teachers at my school whom you may reach out to. 4. How it effects students/individuals with this disability (1 slide) 5. 2 Environmental considerations to consider and how to alter them (2 slides) 6. 3 Strategies teachers can use in their classroom with this student (3 slides) *Evaluation tool to determine the effectiveness of the strategies (1 slide) 7. 2 Technology Tools (2 slides)

	8. 3 online and 2 in person Resources/Supports parents can access for their child (4 slides) 9. *Activity for the class to do (1 slide) 10. 2 References 11. *Role delineation of who will do what 12. *Communication Log 13. *Individual Reflection on working with others (100 words) 14. Professional Dress 15. Everything with a * needs to be presented in a folder before presentation **Due Date:** 10/14/2024 **120 Points**
5.	*AHAH Video Moment Discussion* You will find a video about an individual who needed special supports/considerations. Like the video posted in CANVAS. Post the video in your discussion. You will then write (250 words) about why that video had impact on you (Ahaha moment) and what it opened up your thoughts to. You will need to watch at least one other video and then thoughtfully respond to their video. *Extra Credit: Each additional video that you watch and respond to will earn you 2 points up to 3 responses. **No Extra Credit will be given if it is late. **Due Date:** 10/25/2024 **50 Points**
6.	**TEALearn: Paraprofessional** Click here to register for [TEALearn.Links to an external site.](#) Once registered sign up and complete the following courses below. To show completion of these courses you must upload your Canvas Grade page (this maybe snipped make sure it shows your name on it) as well as the certificate of completion. Without these you will NOT earn credit. Therefore, you will need to upload 10 pages to receive credit. This course covers the following 5 modules: 1. Roles and Responsibilities 2. Planning 3. Training 4. Inclusive Settings 5. Building Relationship

	Please see attached step-by-step instructions. **Due Date: 09/23/2024** **75 pts**
7.	**TEALearn: Inclusive Education** Click here to register for [TEALearn.Links to an external site.](#) Once registered sign up and complete the following courses below. To show completion of these courses you must upload your Canvas Grade page (this maybe snipped make sure it shows your name on it) as well as the certificate of completion. Without these you will NOT earn credit. Therefore, you will need to upload 10 pages to receive credit. 1. The Fundamentals of Inclusive Education 2. Presuming Competence 3. Transitioning a Student from a Self-Contained to a General Education Classroom 4. Supports for Participation 5. Three C's of Behavior Management: Connection, Communication & Choices **Due Date: 11/11/2024 75 Points**
8.	**Differentiating Instruction** Group Teaching Over: · Differentiating Large- and Small-Group Instruction · Differentiating Reading, Writing, and Spelling Instruction · Differentiating Mathematics, Science, and Social Studies Instruction Students will have 30 minutes to teach the class on their designated chapter. They will be required to: **1.** Explain the different aspects of this form of instruction **2.** Present an Activity for the Class to do **3.** Compare and Contrast the Different Types **Due Date: 11/25/2024 100 Points**
9.	**Binder Assignment** Students will create original work in a Digital binder for use as they begin their professional careers. Students will receive direct instruction on the theoretical principles supporting and maintaining the use of such a binder and associated documents. Students may add their personal touch to the Table of Contents; however, elements stated in directions are the minimum items that are mandatory. The purpose of this binder is to promote and provide structures that

	documents collaboration and consultation that supports the best interest of student learning outcomes. **Due Date:** 12/09/2024 **120 Points**
Final	**Final Exam All Chapters online via Canvas 100pts**

Assignment	Extra Information	Total
Professionalism	Attendance, Respectful Demeanor and Technology Adherence	100
Chapter Quizzes	12 x 10 pts	120
Partner Presentation of BA 1-5	5 x 6 pts	30
Project over Disability	Directions in CANVAS	120
TEALearn: Paraprofessional	Directions in CANVAS	75
AH-AH Video Moment	Directions in CANVAS	50
TEALearn: Inclusive Education	Directions in CANVAS	75
Teach Class on Different Area of Differentiation	Directions in CANVAS	100
Binder Assignment	Directions in CANVAS	120
Final	Online Via Canvas *Lockdown Browser Required	100

	Total	890

Grade Determination:

A------------------------------------- 890 – 801 (100% - 90%)

B------------------------------------- 800 – 712 (89% - 80%)

C-------------------------------------711 – 623 (79% - 70%)

D-------------------------------------622 – 534 (69% - 60%)

F-------------------------------------533 -0 (59% - 0%)

Final Grade Computation: Points toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice.

**An Incomplete Grade is given ONLY under significant extenuating circumstance WITH supporting documentation *and* at the professor's and Dean's discretion.

 Communication:

Remind 101: Text: @edsp324   to   81010

- Please text me through Remind 101 if you are unable to be on time to class or attend. This will send a message only to me and others will not see it

Cell Phone and Technology Policy:

- There will be no cell phones or laptops used in class (2 professionalism points will be deducted for each violation)
- Take ALL calls and texts outside
- **If you have a digital book it may only be accessed when the class is specifically reading from the book**

Canvas

All assignments, Quizzes and such will be accessed through Canvas

- **All assignments, Quizzes and such will be turned in through Canvas unless otherwise noted**
- All files will be in Canvas
- <u>All communication will be through email beth.hawkins@untdallas.edu, Remind 101 or in class</u>
  - o **CANVAS does not alert me to an email so it is not an efficient way to communicate with me so if you are unable to reach me via that route please send me a Remind.**

University Policies and Procedures:

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students:

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO)Links to an external site.Links to an external site.to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see Disability Services Office. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu on the first floor of the Student Center.

Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas Instructure Accessibility Statement is also provided.

NOTE:

Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness are a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy:

(According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy:

(Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to UNT Dallas' Student Code of Academic Integrity for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of

examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection*:*

Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to UNT Dallas' RegistrarLinks to an external site.Links to an external site. for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Classroom Disruption:

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absent for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's RightsLinks to an external site.Links to an external site., Responsibilities, and Conduct (UNTD Policy 7.001 found at https://www.untdallas.edu/hr/upol**)** describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Inclement Weather and Online Classes:

Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to UNT Dallas Student Code of Conduct. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Assistance:

In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [UNT Dallas Canvas Technical RequirementsLinks to an external site.Links to an external site.](#)
- [Canvas Instructure Supported & Unsupported Operating SystemsLinks to an external site.](#)