Minnesota State University Moorhead

SPED 613: Inclusive Teaching Practices

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Learners in this course will explore effective inclusive practices including the use of technology and assistive technology when planning for diverse classrooms. Learners will also utilize grade level standards and student data to plan instruction, create individualized plans and promote classroom environments that foster student growth.

B. COURSE EFFECTIVE DATES: 08/20/2012 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Understanding inclusion
2. Creating an inclusive environment
3. Differentiating instruction
4. Evaluating individual and programmatic progress
5. Instructional technology and assistive technology

D. LEARNING OUTCOMES (General)

1. Students will demonstrate knowledge and understanding of concepts related to technology and student learning.
2. Students will identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics and abilities.
3. Students will develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporates a wide variety of materials and technology resources.
4. Students will use a variety of media and educational technology to enrich learning opportunities.
5. Students will plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology--integrated environment.
6. Students will understand how to use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
7. Students will understand the role of continuous development in technology knowledge and skills representative of technology applications for education.
8. Students will understand the social, ethical, legal and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.
9. Students will understand how to integrate multiple sources of student data relative to progress toward grade level content standards from prior prevention and alternate instruction efforts into the referral process.
10. Students will understand how to implement required pre--referral intervention procedures.
11. Students will understand how to integrate multiple sources of data to develop individualized educational programs.
12. Students will understand how to produce and maintain the reports, plans, and students assessment and performance data that are required by due process procedures and the school system according to the timelines for each.
13. Students will understand how to support the selection, acquisition ,and use of assistive technology and supplementary aids and services in collaboration with parents and specialists.
14. Students will understand how to adapt and modify curriculum and deliver evidence--based instruction, including SRBI when available, aligned with state and local grade--level content standards to meet individual learner needs.
15. Students will understand how to lead individual education plan teams through statewide assessment options and make appropriate decisions for a learner's participation within the statewide assessment system.
16. Students will understand how to apply evidence--based instruction, knowledge of subject matter, grade--level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning.
17. Students will understand how to design and manage positive instructional environments that convey high expectations for students to develop their independence, self--motivation, self--direction, self--regulation, and self--advocacy.
18. Students will know how to teach in a variety of service delivery models, including the delivery of specially designed instruction in the general education classroom and collaboration with other educational professionals and paraprofessionals.

19. Students will apply systematic procedures for compiling and using data for the purposes of continuous progress--monitoring, modification of instruction, and program and school--wide improvement.
20. Students will understand how to work collaboratively with family members, including children and youth, in designing, implementing, and evaluating individual educational plans and programs.
21. Students will know how to facilitate and manage student--specific teams, including those for child study, individualized education program planning, and planning for instruction.
22. Students will know how to cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes.
23. Students will understand how to select, integrate, and interpret appropriate sources of data relevant for determining the needs of students and compliance with legal requirements for eligibility, continuing service, transition services, and exit of special education services.
24. Students will design individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals.
25. Students will know how to integrate multiple sources of data, including information available from students, families, school personnel, the community, and mental health, legal, and social welfare systems in developing individualized education program plans.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted