

ED 284: Spring 2015

Time: Online asynchronous

January 12 to May 6

Location: www

LEEWARD
COMMUNITY
COLLEGE



Course Description:

Foundations of Inclusion in Teaching explores historical and contemporary educational contexts, laws, policies and practices that support special student populations. Curriculum is focused on the demonstration and application of supportive and age appropriate instructional goals, experiences and assessments. Special populations in need of an inclusive setting include all students, but this course is specifically focused on Native Hawaiians, students from poverty, and low-income communities, and all students with IEPs and special needs. (Formerly ED 297S)

Textbook: N/A. All course content will be on-line.

Instructor: Christina Keaulana

Office Location: ED-210

Phone: (808) 469-5006

Email: ctk8@hawaii.edu

Office Hours: T/Th 10:15am-1pm

Course Credits: 3 cr.

Student Learning Outcomes:

1. Describe and analyze key legislation and the role society has played in the development of more inclusive educational policies for students with disabilities.
2. Apply culturally competent skills with regards to student assessment, eligibility, placement and services.
3. Describe Tier 1 intervention strategies to meet the needs of diverse student needs in the general classroom. Defend your recommendation for moving to a more intensive intervention.
4. Describe national or local resources to support students with disabilities. Analyze the impact that this resource can have to support students with disabilities.
5. Demonstrate professional dispositions of a teacher.

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I FACILITATE THINKING
I engage minds

I LISTEN TO QUESTIONS
I encourage risk
I support struggle
I cultivate dreams

I LEARN EVERY DAY
I TEACH

❧

Spring 2015 Course Schedule		Please keep track of your grades
Due Date	Assignment	Points
Sunday, January 18	Discussion Post #1: Differently Abled	50 points (30 points for initial post and 10 points for each peer response)
Sunday, January 25	Discussion Post #2: ADHD	50 points
Sunday, February 1	Discussion Post #3: Students at Risk	50 points
Sunday, February 8	Assignment #1: At Risk Student Case Study	100 points
Sunday, February 15	Discussion Post #4: English Language Learners Teaching Portfolio Rationale #1 (Standards 1 & 3)	50 points 50 points
Sunday, February 22	Assignment #2: Intrapersonal/Interpersonal Observations	100 points
Sunday, March 1	Differentiation	NO ASSIGNMENT DUE
Sunday, March 8	Assignment #3: Project Based Learning Lesson Teaching Portfolio Rationale #2 (Standards 6 & 7)	100 points 50 points
Sunday, March 15	Behavior Support Plan	NO ASSIGNMENT DUE
Sunday, March 22	Assignment #4: Behavior Support Plan	90 points
	SPRING BREAK MARCH 23-27	
Sunday, April 5	Assignment #4: Behavior Support Plan Summary of Results Teaching Portfolio Rationale #3 (Standards 2,4,5,8)	10 points 50 points
Sunday, April 12	Assignment #5: Ohana Conference A'o Kumu Forum #1	150 points 50 points
Sunday, April 26 (2 weeks for assignment)	Assignment #6: Technology and Resources Teaching Portfolio Rationale #4 (Standard 6) A'o Kumu Forum #2	200 points 50 points 50 points
Sunday, May 3	Assignment #7: Survey A'o Kumu Forum #3	100 points 50 points
Sunday, May 10	Assignment #8: Response to Intervention A'o Kumu Forum #4	50 points 50 points
Thursday, May 15	Course Surveys	50 points



TOTAL POINTS POSSIBLE: 1500

SCORE	LEVEL	GRADE
1343-1500 points	Meets with Excellence (ME)-Demonstrates excellent achievement of the targeted CLOs	A
1193-1342 points	Meets with Proficiency (MP)- Demonstrates proficient achievement of the targeted SLOs	B
1043-1192 points	Developing Proficiency I (DP I)- Acceptable achievement of the targeted SLOs	C
893-1042 points	Developing Proficiency II (DP II)- Approaching acceptable achievement of the targeted SLOs	D
0-892 points	Well Below Proficiency (WB)- Does not demonstrate achievement of the targeted SLOs	F

Learning Resource Center/ Writing Center

The Learning Resource Center (LRC) offers many free services for students. Content tutors can help with course concepts and study strategies for many subjects. Writing consultants can help with writing and reading assignments for any class, with scholarship essays, and with study skills including time management, organization, and note taking. In addition to in-person assistance, some LRC help and all Writing Center help is available online and by phone. The LRC and Writing Center are relocated in the Learning Commons

LRC 455-0412
<http://www.leeward.hawaii.edu/lrc>

Writing Center 455-0409
<http://www.leeward.hawaii.edu/writingcenter>

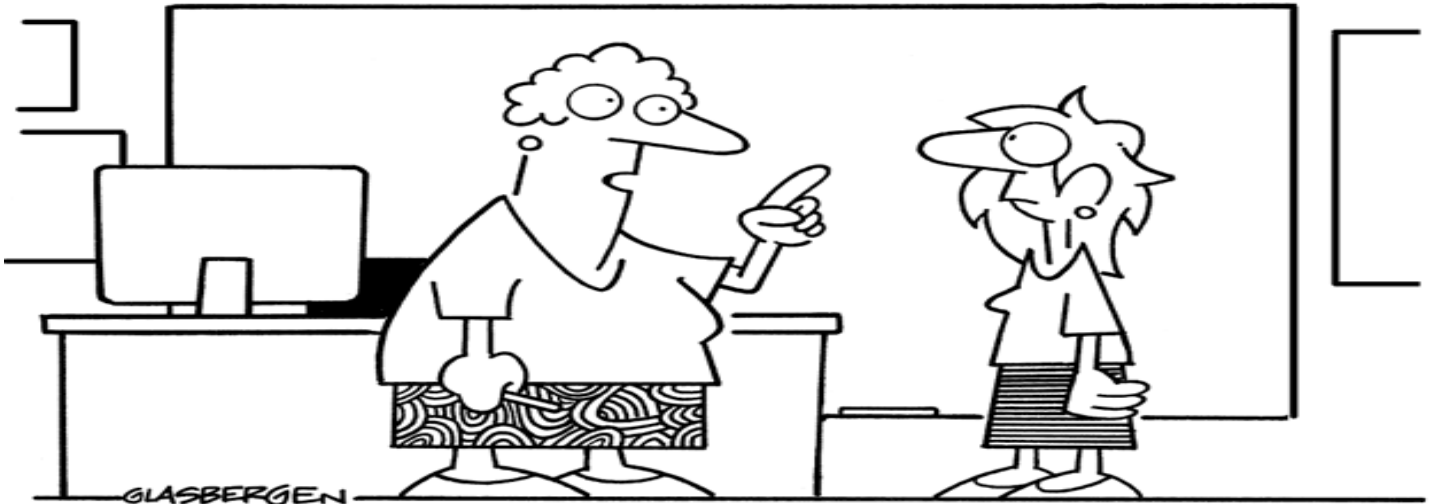
Student with Disabilities Statement:

Leeward Community College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which stipulate that no student shall be denied the benefits of an education "solely by reason of a handicap." Students with documented disabilities who believe that they may need accommodations in this class are encouraged to contact the Coordinator of the Kako‘o ‘Ike (KI) program as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students may also contact the coordinator by phone at 455-0421.

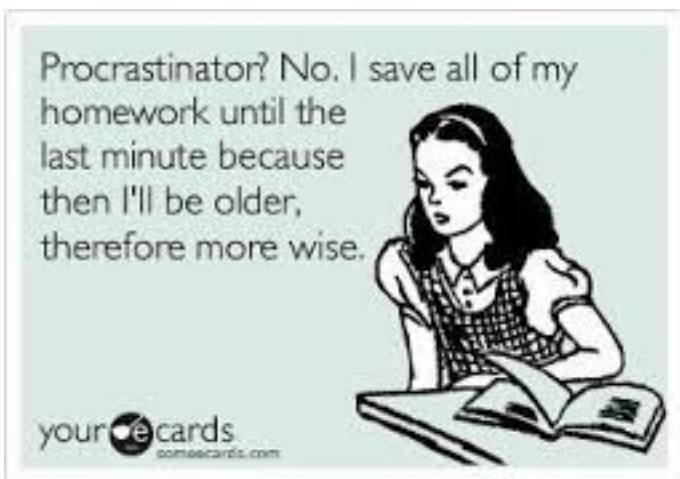
Power Mentor Services

As a student in this education course, you are offered the resources and services of our Power Mentors. A Power Mentor is able to assist you with any assignments that you are having difficulty completing in your education courses. Power Mentors offer one-on-one tutoring appointments, which can be done in person and on campus at Leeward CC or through online mediums, such as Skype, email or Google chat. If you are interested in this service, please contact your education instructor.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu



"As a student teacher, the first thing you must learn is how to make your students behave for you. My own successful disciplinary formula is based on understanding, firmness, determination, and all the bribery I can afford."



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"It's not cheating, it's crowdsourcing."

Course Policies

[Professionalism: Turning in Assignments On-Time](#) - Click on link to answer the questions below:

- Academic Dishonesty: What is considered cheating?
- Assignment Submissions: Can I turn in late assignments? What happens if it is late?
- Assignment Revisions: Can I revise and resubmit an assignment?
- Incomplete Grade: What do I do if I receive an incomplete grade for the course?
- Assessment of SLOs: How does my instructor use my scores for LCC assessment?

[Professionalism: Attendance and Dispositions](#) - Click on link to answer the questions below:

- Participation: Do I have to participate in class?

Support Services:

[Support Services: Where do I go for help in this course?](#)

- Learning Resource Center: How can I improve in this course?
- Students with Challenges: Where do I go for help for physical or learning challenges?

Community Let us support one another in our lives and the classroom. We are becoming the next generation of educators in the State of Hawaii and beyond. We will be seeing one another in the future.

Portfolio Creation Please keep all of your work for this course in some organized manner in either hard copy or soft copy. You will need them for capstone course ED 295.

Cheating and Plagiarism Need I explain? Trust me...I know. Please do not do this. You are capable and intelligent. It does not reflect well on you and may in fact "stain" your academic future.