

EDSP 295z: Special Topics: A Study of Inclusive Education in the English Countryside

Syllabus

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Course timeframe:	March 8th-March 14th	
Location:	Emersons Green, Bristol, England	

Link to [Itinerary DRAFT](#)

Course Overview:

This course is a full immersion, practical experience where participants will have the opportunity to learn alongside a regular classroom teacher, in a fully inclusive elementary school. Emersons Green Primary School in Bristol, England was built backwards design to include all children in the community, even those with the most complex needs. Participants in this course will develop a collaborative action project to be completed in the school during our trip.

Course Objectives:

- Engage in meaningful discourse around what is required to create, support, and sustain a culture of inclusion (access and equity) in teaching and learning
- Create differentiated access to instructional opportunities and expectations in educational settings for all students, including those with complex needs
- Compare and contrast inclusion and inclusive education in the United Kingdom to what they see in school in the US.
- Gain hands on experience delivering fully inclusive lessons to students in a primary classroom, public school setting
- Explain what it means to teach with high expectations for **all** learners and why this matters

Required Physical Demands of the Trip:

We will be using public transportation for long/distance travel (to and from the airport and to and from London to Bristol). Students will be walking around towns we visit and walking

to and from the hotel to the school and restaurants. Students will be expected to walk and carry their luggage for about a half a mile maximum. If students have special needs, please alert the instructors to this need prior to officially enrolling so we can make accommodations.

Practicum:

This special education practicum is for students seeking additional experience working with individuals with exceptionalities in an inclusive school setting. The practicum enables participants to become familiar with the planning and delivering of inclusive education. Through observation and direct interaction, participants gain insight into service delivery models and practices that support full inclusion of students with disabilities in their local school.

Course Requirements:

- Orientation: Pre-departure meetings, readings and discussion board assignment.
 - December TBD:** Meet the group, team building, overview of the trip and assignments
 - February TBD:** Reconnect with the group, team building, find out your teacher partner in EGPS, workshop email to teacher partner, finalize plans for meeting up in London. *(10% of overall grade)*
 - Post Trip Meeting Date TBD:** Present CAP projects to the group, Debrief about the trip.
- Community Action Project (CAP): Community action is any activity that increases the understanding, engagement and empowerment of communities in the design and delivery of local services. This project addresses these ideas through the participant's involvement in the EGPS community and the local service focus is on inclusion and inclusive education. UVM students will collaborate with their assigned teaching partner to discuss and identify needs in the classroom or school and ways to help the school fulfill these needs. UVM students will then design and implement the CAP. *(30% of overall grade)*
 - An Elementary Education student may focus on how to team with classroom teachers to provide an inclusive classroom setting and meet with team members to help plan their whole class lesson.
 - A student in Communication Sciences might work directly with the SLP, shadowing his work and then provide an intervention, either classroom based or with a small group of peers, to help foster inclusion.

- An Art Education Student may shadow in several classrooms, during art time to gain insight into how to make materials accessible for students and then design and teach a fully inclusive art lesson.
- Participation in Daily Reflection Journals and Meetings
(40% of overall grade)
Participants will use the 5 R framework for reflecting (Bain et al., 2002) to write in a journal daily. The 5Rs of Reflection are **Reporting, Responding, Relating, Reasoning** and **Reconstructing**.

Reporting	A brief descriptive account of an experience and why it is a reflective trigger	What happened , what the situation / issue involved
Responding	Your emotional / personal response to the experience	Your observations , feelings, questions about the experience
Relating	Personal and/or theoretical understandings relevant to the experience	Making connections between the experience and your previous experience, skills, knowledge and understanding
Reasoning	Your explanation of the experience – the Why?	Explaining the experience in terms of the significant factors, relevant theory and/or experience
Reconstructing*	Drawing conclusions and developing a future action plan driven by <i>inspiration</i> .	Your deeper level of understanding and application – see below ‘b’ for more guidance

- Written Journal Reflection: Write about the 5 Rs.**
- Verbal Group Discussion – INSPIRATION and IMPACT**
Report out on *Reconstructing.

What, from today, inspires you to take action, and what action will you take? We cannot predict what will inspire others, and there is no “right” way to take action. For example you can answer this question in any of the following ways, and more!: you might describe an observation of a student interacting with another student and develop an action for how you as a teacher could shape their behavior to be more appropriate; an action to develop a new activity for a classroom or group around that particular behavior; or this could be a personal action to slow down in order to observe these types of peer-to-peer social interactions more readily when you are working with children.

What impact do you hope that action will have? Describe what impact you hope the above action will have on the personal or professional future.

Attendance: Participation in placement at EGPS

(20% of overall grade)

Course Readings:

Article: “Preliminary Lessons About Supporting Participation and Learning in Inclusive Classrooms”

Select Readings From: [Inclusive Education: Examining Equity in Five Continents](#)

Additional Articles TBD

Grading Policies

I will use the following criteria to determine grades in this course:

- 30% Attendance, participation at placement site, orientation, post trip meeting
- 40% Journals
- 30% Community Action Project (CAP), discussion board posts, paper and presentation

A = 93% – 100%

A- = 90% – 92%

B+ = 87% – 89%

B = 83% – 86%

B- = 80% – 82%

C+ = 77% – 79%

C = 73% – 76%

C- = 70% – 72%

A+ is possible and is given to those who meet all course expectations including perfect

attendance in their placement and seminars and go above and beyond in their engagement and participation in their placement and CAP project.

A = Excellent; B = Good; C = Fair; F = Failure

UNIVERSITY POLICIES

Student Learning Accommodations

In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact ACCESS, the office of Disability Services on campus. ACCESS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations via an accommodation letter to faculty with approved accommodations as early as possible each semester. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course.

Contact ACCESS: A170 Living/Learning Center; 802-656-7753; access@uvm.edu;
<http://www.uvm.edu/access>

UVM's policy on disability certification and student support:
<http://www.uvm.edu/~uvmppg/ppg/student/disability.pdf>

Religious Holidays

Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time.

Academic Integrity

The policy addresses plagiarism, fabrication, collusion, and cheating.
<http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf>

Grade Appeals

If you would like to contest a grade, please follow the procedures outlined in this policy:
<http://www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf>

Grading: For information on grading and GPA calculation, go to
<http://www.uvm.edu/academics/catalogue> and click on Policies for an A-Z listing.

Code of Student Rights and Responsibilities
<http://www.uvm.edu/~uvmppg/ppg/student/studentcode.pdf>

FERPA Rights Disclosure: The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as

provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.
<http://www.uvm.edu/~uvmppg/ppg/student/ferpa.pdf>

Promoting Health & Safety

The University of Vermont's number one priority is to support a healthy and safe community:

Center for Health and Wellbeing <http://www.uvm.edu/~chwb/> Counseling & Psychiatry Services (CAPS) Phone: (802) 656-3340 C.A.R.E. If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at <http://www.uvm.edu/~saffairs/>