

ESEE 330	Strand: Planning & Instruction	Title: Introduction to Inclusive Teaching
Course Description: <i>Teacher candidates learn to differentiate instruction based on learner needs, planning to facilitate inclusion of students with disabilities in the general education environment through evidence based practices.</i>		Emphasis: W
CEC Standards <ul style="list-style-type: none"> • CEC 1: Learner Development & Individual Learning Differences • CEC 3: Curricular Content Knowledge • CEC 5: Instructional Planning and Strategies • CEC 7: Collaboration 	InTASC Standards <ul style="list-style-type: none"> • InTASC 2: Learning Differences • InTASC 4: Content Knowledge • InTASC 7: Planning for Instruction • InTASC 8: Instructional Strategies • InTASC 10: Leadership & Collaboration 	Threaded Faculty <ul style="list-style-type: none"> • MLL 1: CREDE, Language as a System, Culture as it Affects Student Learning • MLL 2: CREDE, Language as a System, Culture as it Affects Student Learning • TECH: Introduction to Universal Design for Learning

EdTPA Preparation <ul style="list-style-type: none"> • Rubric 1: Planning for Content Understandings • Rubric 2: Planning to Support Varied Student Learning Needs • Rubric 4: Identifying and Supporting Language Demands • Rubric 9: Subject Specific Pedagogy • Video Practice 	Key Assessments Lesson Plan/Micro-Teaching
Severe Disabilities None	Instructional Technology Introduction to UDL and technology's role in the application of UDL principals
CREDE Overview of the CREDE model with emphasis on the principles. Focus on <i>Complex Thinking (CT)</i>	RTI <ul style="list-style-type: none"> • Overview of the RTI framework. • Tier 1: Principles of Effective Teaching, Intervention, Adaptations, Modifications and Accommodations to Address Learner Variability
IRIS Modules <ul style="list-style-type: none"> • EBP I • RTI I • Content Standards • Differentiation 	EBP(s) <ul style="list-style-type: none"> • Direct Instruction • Questioning