

## Calendar Description

A variety of practical strategies for developing meaningful curriculum modifications and instructional methods for students with disabilities. The strategies are premised on using collaborative team approaches to planning and implementing instructional programs for students. Involving families as a meaningful part of the learning team will also be emphasized.

## Content/Objectives

- Creating inclusive teaching/learning environments
- Differentiated instructional practices
- Modifying curriculum (Language Arts, Math, Social Studies, Science, Physical Education, Health, Art)
- Cooperative learning experiences
- Working collaboratively with parents and paraprofessionals
- Transition processes and supports needed for success

## Outcomes/Competencies

- Effectively modify regular curriculum content to provide meaningful learning activities for all students
- Identify strategies and resources that address the learning needs of all students
- Utilize a wide range of effective and inclusive teaching practices
- Identify and utilize student strengths to promote student learning and achievement
- Design and effectively implement a variety of cooperative learning experiences
- Build effective student learning teams with parents, school personnel, and other professionals
- Facilitate effective transition processes

## Assignments

Written Reflections	20 marks
Team Teaching Project	35 marks
Research Paper	45 marks

## Course Textbooks and Resources

- Gregory, G.H. & Chapman, C. (2007). *Differentiated Instructional Strategies: One size does not fit all*. Thousand Oaks, CA: Corwin Press
- Hollas, B. (2005). *Differentiating Instruction in a Whole-Group Setting: taking the easy first steps into differentiation*. Crystal Springs Books
- Selected readings to be distributed in class
- Guest speakers

***Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)***

## Instructor and Course Information

COURSE:	CORE 691.04	INSTRUCTOR:	Colin Saby
TERM:	Summer 2010	TELEPHONE:	220-2985 (CRDS Office)
SECTION:	L51 / B 20	E-MAIL:	csaby@ualberta.ca
DATES/TIMES:	July 12th -16th , 8:30am - 4:30pm	OFFICE HOURS:	By appointment
LOCATION:	EDT 723		

## Course Description

Inclusive education is a reality for teachers throughout school communities in Alberta today. Teachers need information about practical strategies to assist them to meaningfully and successfully include children with special learning needs. Teachers must ensure all of their students feel capable, connected, and contribute as members in the regular learning environment. On completion of the course students will be able to:

- Clearly define inclusive education;
- Apply successful teaching strategies for students with special needs in the general classroom;
- Utilize a range of resources to adapt instruction in the context of the regular curriculum;
- Collaborate and communicate effectively within student learning teams;
- Build caring school communities and promote parental involvement

## Course Content

- Identify the academically accepted definition of inclusive education
- Build an inclusive caring classroom and school community
- Identify roles and responsibilities of each team member
- Effectively collaborate with family
- Build strong student learning teams
- Employ best practices in differentiated instruction
- Modify curriculum
- Match instructional strategies to effectively meet learner goals
- Differentiate assessment and reporting student achievement

## Methodology

- Presentations
- Practice Teaching Skills
- Reflection
- Discussion
- Cooperative Learning Activities
- Mentorship and Coaching
- Assigned Readings

## Assessment of Student Learning

**1. Reflections:** **Value: 20 %**

Two typed reflections will be required. An assessment rubric for the reflections will be provided in class. DUE: July 14<sup>th</sup>, 15<sup>th</sup> and/or 16<sup>th</sup>, 2010.

**2. Team Teaching Project:** **Value: 35%**

Groups will teach a 30 minute lesson utilizing effective inclusive teaching methods and practices. The size of the groups will depend on the size of the total class. An assessment rubric for the team teaching project will be provided in class. DUE: July 16, 2010

**3. Research Paper** **Value 45%**

Choose a question of interest in regards to inclusive education. Start gathering the research that addresses your question. Read, review, and begin to synthesize a broad spectrum of research that informs your inquiry. Your final paper (approximately 20 pages) should provide a critical review of the literature regarding your question, discuss pedagogical implications that emerge from your new understanding, and reflect on how it may change your work at your present teaching/leadership position. DUE: July 16, 2010

### Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

**NOTE: The last day to change/register and pay balance of fees for the Summer session is July 6, 2009. The last day to withdraw is August, 2009.**

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

#### Academic Accommodation

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. *It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.*

IMPORTANT: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

### Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line [www.calgarybookstore.ca/](http://www.calgarybookstore.ca/) Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4