

EDUA 5630 ASSESSMENT AND INSTRUCTION IN INCLUSIVE SPECIAL EDUCATION - SYLLABUS

SYLLABUS

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COURSE DESCRIPTION

The University of Manitoba Undergraduate Calendar describes this course as follows:

An examination of curriculum-based and classroom-based assessments to guide the instruction of students experiencing learning or behavioural difficulties in inclusive classrooms. not to be held with EDUA 5631 or the former 043.546. prerequisite or concurrent: EDUA 5600 or EDUA 5601 (129.560).

This course is intended to provide educators with an understanding of the role of the resource teacher and classroom teacher in an inclusive system, the skills and understandings to support inclusive education using Universal Design for Learning, and curriculum-based, classroom-based, and specialized assessment to guide the instruction of students experiencing learning or behavioural difficulties in inclusive classrooms.

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COURSE GOALS

Upon completion of this course you should be able to:

- construct a definition/vision of Inclusive education that recognizes the importance of every child having the opportunity to be a part of the social and academic life of the classroom;
- evaluate Universal Design for Learning as a conceptual framework for implementing inclusive education.
- develop and demonstrate an understanding of the role of the resource teacher in an inclusive system by:
 - Collaborating with multi-disciplinary personnel, families, and children to support the inclusion of ALL students; and
 - Developing assessment tools and programming for students with exceptional learning needs that supports student success in their classroom.
- assess the relationship between social and emotional learning and academic learning.
- evaluate learning challenges as physical challenges caused by neurological processes, and assess the neurodevelopmental causes of learning challenges;
- interpret behavior as caused by a conflict between student needs and their environment/program;
- conduct functional behavior assessments; and
- Implement interventions to support student success in their classrooms.

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COURSE MATERIALS

REQUIRED

BOOKSTORE

The following required materials are available for purchase from the [University of Manitoba Bookstore](#). Please order

your materials immediately, if you have not already done so. See your [Distance and Online Education Student Handbook](#) for instructions on how to order your materials.

Textbooks:

Katz, J. (2012). *Teaching to Diversity: The Three Block Model of Universal Design for Learning*. Portage & Main Press.

Levine, M. (2001). *Educational care*. Cambridge, MA.: Educators Publishing Service.

O'Neill, R. E., Horner, R.H. & Albin, R. W. (2015). *Functional Assessment and Program Development for Problem Behavior: A Practical Handbook*, 3rd edition. Cengage Learning.

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COURSE OVERVIEW

OVERVIEW

In an inclusive education system, teachers work together to support the needs of diverse learners. Resource teachers act as teacher leaders - supporting and co-teaching with classroom teachers, coordinating multi-disciplinary teams, and conducting assessment to support programming in the classroom. This course therefore consists of two major parts: Developing a vision and skills for creating inclusive classrooms using Universal Design for Learning, and neuro-developmental assessment and developing programming to address the needs of students who require additional support to be successful in their classrooms. These two parts will be examined in term one and term two respectively. Within part one we will examine three major themes: an introduction to inclusion, the role of the resource teacher, and creating inclusive classrooms. In part two we will look at two themes: neuro-developmental causes of learning challenges and methods of recognising and identifying students with exceptional needs, and examining unique populations.

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TOPICS

The course will be divided into 15 units of study of varying length. Each unit will be completed within 1-3 weeks:

Term 1: Inclusive Education

Unit 1: Orientation

Unit 2: Inclusion - What Do We Mean By "Inclusive?"

Unit 3: Inclusive Service Delivery: Response to Intervention (RTI)

Unit 4: Creating Inclusive Classrooms: Universal Design for Learning - Role of the Resource Teacher

Unit 5: Eco-behavioral Assessment

Unit 6: Creating Inclusive Classrooms: Universal Design for Learning - Social & Emotional Learning

Unit 7: Creating Inclusive Classrooms: Universal Design for Learning - Inclusive Instructional Practice

Term 2: Beyond the classroom - Students who require additional support

Unit 8: Assessing Struggling Learners: Types of Assessment, Level A,B,C and Achievement versus Ability

Unit 9: Neurodevelopmental Frameworks for Understanding Learning Challenges

Unit 10: Building Learning Profiles: Conducting File Reviews and Assessing Work Samples

Unit 11: Developing Assessment Plans

Unit 12: Conducting and Scoring Level A & B Assessments

Unit 13: Challenging Behavior & Functional Behavior Assessment

Unit 14: From Assessment to Programming: Designing IEP's

Unit 15: Unique Populations

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LEARNING ACTIVITIES

In this course you will have three major sources of information: the texts, fellow students, and the children/youth with whom you work! They are meant to be used together in the following fashion:

Knowledge building through individual activity

When beginning a unit, refer to the course website and read the introduction and the synopsis material prepared by your instructor for the unit. This material is intended to guide you through the unit, identify essential understandings, and as an introduction to the text readings, which should be your next step. This synopsis will direct you through the text, indicating any points of potential difficulty.

Knowledge building through collaborative activity

After reading all of the background material for the unit you will be asked to participate in a discussion forum to share your thoughts with members of the class, and in some cases, to work collaboratively on assignments. Dialogue is important here, as it creates a professional learning community in which you can share ideas and questions, learn from each other's expertise, and critically analyze topics, readings, and practices in our field - so check back into the discussion forums regularly throughout the unit. Your instructor won't be directing the discussion, but he or she will check in occasionally to answer any questions or contribute some information that may be helpful. Discussions can continue as long as there are course issues to be discussed.

Knowledge building through application and continuous assessment

There are two major activities in which you will have opportunity to demonstrate application of your learning in real contexts. The first is through a written response to a professional, collegial scenario. Throughout this course you will be asked to prepare a case study of a student and classroom you have selected. Preparing this case study will be your primary activity and you will have opportunity to discuss with your classmates as well as obtain personalized feedback from the professor at several points during the course to assist you in the development and refinement of your case.

Important note about privacy

You will be called upon to submit practical assignments that include information about students or samples of their work and you must respect the privacy rights of the people involved. To do this, block out all identifying information (such as the names, addresses, and phone numbers of students, educators, parents, schools, school divisions, etc.) or use pseudonyms. In addition, do not leave student work samples or other identifying materials in public places (e.g., forgotten at the copier or fax machine, in an open file on a desk or counter, etc.). In submitting assignments from a remote location (i.e., by mail, fax, e-mail, or through an intermediary), it is your responsibility to exercise due diligence to ensure the security of the submitted materials. In general, treat student work samples, test results, observational records, and other personal information with a high degree of professional discretion and an absolute respect for privacy. For more information please refer to the Calendar, especially the sections on "academic integrity" and "personation".

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EVALUATION AND GRADING

DISTRIBUTION OF MARKS

For each piece of work you will receive a percentage mark. That mark, as a portion of your coursework will receive the weighting noted below.

| Evaluation | Percentage |
|--|---------------------|
| Assignment 1: Participation in Discussion Forums | 10% |
| Assignment 2: Circle of social inclusion/exclusion | 15% |
| Assignment 3: Scenario application position paper | 15% |
| Assignment 4: Case Study (Sections A-C) | 60% (Total) |
| Section A <ul style="list-style-type: none"> • Overview | Required to Proceed |
| Section B <ul style="list-style-type: none"> • Plan • Implement & Reflect | 30% |
| Section C <ul style="list-style-type: none"> • File Review & Assessment Plan • Learning Profile • Management Plan/I.E.P. | 30% |

GRADING SCALE

All assignments must be completed to receive a grade in this course. Assignments with spelling or grammar errors will be returned for correction prior to being graded. Late assignments will be penalized unless an extension has been granted prior to the due date. There is no final exam. Evaluative feedback may not be given prior to the voluntary withdrawal date. In this course (though not necessarily in any other course in the Faculty of Education) letter grades will be assigned as follows:

| Letter grade | Percentage grade | GPA | Comment |
|--------------|------------------|-----|--------------|
| A+ | 95 – 100 | 4.5 | Exceptional |
| A | 90 – 94 | 4.0 | Excellent |
| B+ | 85 – 89 | 3.5 | Very good |
| B | 80 – 84 | 3.0 | Good |
| C+ | 75 – 79 | 2.5 | Satisfactory |
| C | 70 – 74 | 2.0 | Adequate |
| D | 60 – 69 | 1.0 | Marginal |
| F | 0 – 59 | 0 | Failure |

Note: All final grades are subject to departmental review.

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ASSIGNMENTS

The assignments for this course are located under in the Assignments widget in the course website. Each assignment will be of varying format, depending on the subject matter concerned. The specific instructions for each assignment, as well as how it will be assessed will be presented together. What follows is a simple overview of general assignment expectations:

Assignment 1: Participation in Discussions

Discussion forums are meant to create a professional learning community. It is expected that each student will contribute to the learning of the community, and reflect on the contributions of others in these forums. Marks for this assignment are pass/fail - that is, you must participate at least once in each discussion forum to receive full marks. Failure to participate in each forum will result in a loss of all ten marks.

Assignment 2: Circle of Social and Academic inclusion

In this assignment you will be asked to reflect on what inclusive education means to you by examining who is included and excluded in your classroom, school and division, through work with a partner, large group discussion and on your own. This assignment involves the development of three different products: the final circle diagram, a written reflection and a creative visual representation of inclusive education.

Assignment 3: Scenario

In this assignment you will be asked to respond to a specific scenario reflecting a collegial interaction, proposing strategies based on Wellman's Three C's and others discussed in the unit as methods of working collaboratively with a classroom teacher to develop inclusive instructional practice.

Assignment 4: Case Study

This is the major assignment of the course. In this four part assignment you will be asked to conduct a case study on a student you have selected. This student should exemplify the following characteristics: exhibits internalising or externalising behaviours which interfere with him or her own achievement or that of others AND is experiencing a significant academic learning problem. The evidence of the case study analysis will consist of four separate activities: an overview description of the student and context, the collaborative development and implementation of a universally designed classroom based intervention, the development of an individual learning profile and management plan and finally a reflection paper on your own process and learning.

Note: Detailed instructions about the assignments are found in the assignment widget in your course website..

ASSIGNMENT DUE DATES

Consult your course schedule for the assignment due dates.

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PLAGIARISM, CHEATING, AND EXAMINATION IMPERSONATION

You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba Undergraduate Calendar.

Note: These policies are also located in your Distance and Online Education Student Handbook or you may refer to Student Affairs at <http://www.umanitoba.ca/student>.

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DISTANCE AND ONLINE EDUCATION (DE) STUDENT RESOURCES

In your course website there are links for the following:

- Contacting Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

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ACKNOWLEDGEMENTS

CONTENT SPECIALIST:

Jennifer Katz, Ph.D.
Faculty of Education
University of Manitoba

Dr. Katz received her PhD in 2008 from the University of British Columbia and is currently writing a book on "Teaching to Diversity: The Three-Block Model of Universal Design for Learning Creating Compassionate Learning Communities." Dr. Katz has been a successful sessional lecturer, educational consultant, classroom teacher, editor, and guidance counsellor. She taught in diverse classrooms from K-12 in Winnipeg and Vancouver for 16 years, including special education classrooms, inclusive classrooms, youth centres, and alternative high school programs. Her work as an advocate of inclusive education has spanned several provinces and territories, and multiple audiences, including university courses, academic conferences, parent advocacy groups, educational conferences, school and division based professional development workshops, and most importantly, direct work with children and youth in schools and alternative settings.

INSTRUCTIONAL DESIGNER:

Kathy Enid Snow, M.A.
Distance and Online Education
University of Manitoba

WEB PUBLISHER:

Lorna Allard
Distance and Online Education
University of Manitoba

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