

## Teaching Inclusively Tip Sheet: Planning and Delivering Instruction and Assessing Learning Outcomes

Allison Lombardi & Joan M. McGuire

### 1. Planning

#### Syllabus Components

My course syllabus includes:

- **Course and instructor information**
  - Semester and year
  - Course title; number; credits
  - Meeting times and location
  - Prerequisites
  - Instructor's name, contact information, office hours
  - Course management system information
- **Course description and outcomes**
  - Official catalog description and *your* description
  - Course/learning objectives; relevant college and/or professional certification standards
  - Learning outcomes
- **Course policies**
  - Community of Learners
  - Late and missing assignments
  - Exams and quizzes; make-ups
  - Extra credit
  - Time extensions for assignments
- **Course requirements**
  - Format and preparation
  - Attendance; absences; class participation
  - Readings; assignments; presentations
  - Acceptable sources; stylistic requirements in written work (e.g., MLA, APA)
  - Course materials including required text(s) and additional readings
- **Course schedule**
  - Readings/assignments with dates and page numbers
  - Quizzes, exams, projects
  - Due dates for *all*
- **Course grading**
  - Number of points/% of total points according to type of assessment (e.g., attendance, class participation, homework, quizzes, exams, projects, papers, etc.)
  - Grading rubric(s); rubrics for class presentations, papers, etc.
  - Link to examples of student work for course assignments
- **College policies**
  - Academic integrity/Honor Code
  - Accommodations for students with disabilities
  - Inclusivity/Full Participation
  - Religious holidays; inclement weather

- Grading (e.g., incompletes)
- **Additional Resources**
  - Campus resources
  - Links to online course related materials
  - Supplementary materials

**Course Mapping:** process of delineating course learning outcomes; activities, instructional materials, course technologies, and notes employed; and assessments for measuring student learning

- **Topic/Module/Unit Learning Objectives:** In planning this course, I have determined that
  - Objectives for each topic/module/unit relate to overarching course goals
  - Activities and materials connect with topic objectives and types of assessment
  - Formative and summative assessment methods are used to confirm student knowledge/skills

## 2. Course Delivery\*

- **Inclusive Lecture Strategies**
  - For any question asked during class, repeat it before answering.
  - Begin each class with an outline/agenda of topics to be covered.
  - Summarize key points throughout each class session.
  - Connect key points with broader course objectives during class sessions.
- **Inclusive Classroom**
  - Present course content in multiple formats (e.g., lecture, text, graphics, hands-on activities).
  - Use technology so that course material can be available in a variety of formats (e.g., podcasts, course readings as mp3 files).
  - Create multiple opportunities for engagement (e.g., student response).
  - Use interactive technology to facilitate class communication and participation (e.g., Discussion Board).
  - Survey the classroom space in advance to anticipate any physical barriers.
  - Include a syllabus statement that invites students with disabilities to discuss their needs with me.
  - Make a verbal statement in class inviting students with disabilities to discuss their needs with me.
  - Use a variety of instructional formats, such as small groups and hands-on activities, in addition to lecture.
  - Supplement class sessions and reading assignments with visual aids (e.g., captioned videos, diagrams, interactive simulations).
  - Discuss and model examples of classroom interactions that promote our class as a Learning Community.
  - Identify learning resources that include low-cost/no-cost technology.

### 3. Assessment

- **Inclusive Assessment Strategies**
  - Include both formative and summative assessment activities in class.
  - Provide timely feedback for assignments and other types of assessment to the class as well as each student.
  - Provide grading rubrics for class projects, papers, presentations, etc.
  - Share examples of graded student assignments for student review.
  - Include options for students to complete assignments or exams through ways other than typical verbal or written responses.
  - Incorporate both self- and peer-based assessment as appropriate.
  
- **Accommodations**
  - Be familiar with different types of assessment accommodations for students with disabilities (e.g., change of test taking location, extended time, change of test administration schedule, change of format, change of response mode).
  - Assure access to information by using *presentation accommodations* other than standard visual and auditory means. Presentation accommodations change the way that instruction, directions, and information are presented to students (e.g., by using assistive devices such as allowing a reader, computer assistance, screen-reader).
  - Use *response accommodations* that allow students to complete assignments or exams through ways other than typical verbal or written responses (e.g., type response on computer, use different booklet, circle instead of fill-in).
  - Allow *setting accommodations* such as a change in the environment or in how the environment is structured (e.g., separate testing room, different time of day).
  - Permit *timing and scheduling accommodations* to allow students extra time to complete an activity or test.
  - Allow accommodations that do not change the expectations for learning.
  - Allow accommodations that do not reduce the requirements for a task (e.g., reduce reading load, number of test items, and/or alter assignments).
  - Allow accommodations that do not change the content standard or level of rigor.
  - Allow accommodations that remove access barriers.
  
- Some items are taken with permission from the *Instructional Teaching Strategies Inventory* (ITSI)(Lombardi, Murray, & Gerdes, 2011)