Gainesville, FL

TEACHING LITERACY, MATH & SCIENCE IN SECONDARY INCLUSIVE SETTINGS

Presented by: Jennifer Kurth, Ph.D. & Gary Pearcy, M.S.   Hosted by: UF-Gainesville CARD

July 27, 2017 8:30 am – 4:00 pm	**University of Florida Emerson Alumni Hall** 1938 W. University Ave. Gainesville, FL 32603

Registration Information:

REGISTRATION IS MANDATORY

DEADLINE: July 25, 2017
Limited to first 100 participants

Register online at:
http://doepartnership.fmhi.usf.edu/trainings.html

For more information contact:
ufcard.training@gmail.com
or (352) 273-0581

Directions:

For directions click HERE

Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.

About the Presenters

Dr. Jennifer Kurth is an assistant professor of special education at the University of Kansas. Her academic interests include methods of implementing inclusive education, embedding critical instruction within the context and routines of general education, and providing appropriate supports and services for individual learners. Dr. Kurth's research also examines how teacher, student, and family interactions support or constrain learning and socialization in general education. She also studies how teacher candidates develop their dispositions and skills in inclusive practices.

Mr. Gary Pearcy is a technology coordinator with the PS/RtI Project. Gary's work includes providing resources and guidelines for the implementation and capacity building of accessible educational material, assistive technology, and universal design for learning. Services support the development of highly effective classrooms for all students based on the Florida Standards in a multi-tiered system of supports.

Training Description

Target Audience: Educators, Administrators, Professionals, Individuals with ASD & Family Members

The presentation for each track will focus on core academic instruction for students with disabilities in general education settings; specifically, the use of embedded systematic instruction in general education will be described. Evidence- and research-based practices for either literacy or math/science instruction in general education settings will be described. Participants will have the opportunity to practice developing supports for learners in general education literacy or math/science instruction. A portion of each track will be dedicated to curriculum-based technology supports. Technology provides a highly diverse and creative set of tools and solutions to help increase academic student engagement and achieve grade level standards. Various technology resources will be demonstrated that increase engagement for diverse populations of students.

Note: Participants should choose ONE track upon arriving at the training – Literacy or Math/Science

Training Objectives

At the conclusion of the training, audience members should be able to identify and describe:

- Opportunities to teach literacy or math/science skills in inclusive settings.
- Best practices for inclusive literacy or math/science skills instruction.
- Two resources that contain multiple technology resources for literacy or math/science.
- Three literacy or math/science technology resources that were demonstrated.