Inclusion In Teacher Education – *Teacher Candidates with Exceptionalities: Are There Limits??*  By Kim Calder Stegemann & Nan Stevens, TRU. For CSSE-CATE, May 2014

Hurdles to Inclusion in Initial Teacher Education:

**University/Institutional**
- Marketing and promotion exclude individuals with disabilities
- **Difficult to self-identify** (Bargerhuff, Cole, & Teeters, 2012; Leyser & Greenberger, 2008)
- No diagnostic services provided but documentation required in order to receive accommodations
- No off-campus medical supports

**Program**
- Sequential, co-hort model
- Host schools unable or unwilling to make accommodations (Conner, 2012)
- Concern over degree of support provided during practicum (Baldwin, 2007; Papalia-Berardi, et al., 2002)
- **Difficult to self-advocate** (Baldwin, 2002; Pingry O'Neill, Markward, & French, 2012)

**Government/Certification Bodies**
- Requirements for certification require 6 consecutive weeks at 80-100%
- No agreement on who pays for accommodations

Changes Required:

**University/Institutional**
- Marketing & promotion to represent full diversity of the campus
- Option to self-identify on application form (Conner, 2012; Getzel & Thoma, 2008)
- Campus-wide celebrations of diversity
- Offer free psycho-educational assessments

**Program**
- Offer on-going part-time option for courses and practica
- Faculty to embrace Universal Design for Learning (UDL)
- Multiple delivery forms (face-to-face, on-line, blended)

**Government/Certification Bodies**
- Teacher Regulation Branch of BC to change requirements for certification to reflect part-time employment options.

---

**Need for a Diverse Teaching Force:**
- Enriches teaching and learning for staff, students, and community (Griffiths, 2012; Riddick, 2003)
- Mirrors the pluralistic Canadian society
- Is ethical and moral (Clutterback & Novick, 2003)
- Embraces diversity (Thompson, 2012)

**Meet our Teacher Candidates...**