A. Course Title: SPC 5820 The Universally Designed Inclusive Classroom for Teachers
Credits: 3

*This course contains a critical assessment.

B. Course Description:

The application of universal design for learning (UDL) and differentiated instruction to facilitate positive student learning outcomes in both skill development and the content areas is the focus of this course. The goal of this class is to identify evidence-based instructional strategies that promote learning across the curriculum for students with disabilities. Teacher Candidates will learn specific strategies for teaching academic skills to students who differ in experiences, readiness to learn, interests, intelligence, languages, cultures, gender, and mode of learning.

Content area instruction will focus on the strategies instruction model (SIM) which incorporates varied approaches for teaching students who struggle to read, write, and organize themselves. Instructional planning for diverse learners that includes UDL, differentiated instruction, evidence-based instructional strategies, tiered and leveled practice and products, cross-standards based instruction, and technology will be addressed.

C. Prerequisites:
SPC 555  SPC 566
SPC 560  SPC 570
SPC 564  SPC 562 (dual candidates)

D. Course Objectives:

1. Acquire the theoretical, conceptual and practical understanding that children differ in experiences, readiness to learn, interests, intelligence’s, languages, cultures, genders and mode of learning;
2. demonstrate knowledge of relevant terms and methodologies critical to meeting the needs of diverse learners within the general education classroom;
3. apply universal design and differentiated instructional methodologies to enable and enhance academic, communication and cognitive potentials of students of diverse ethnic, cultural and exceptional backgrounds;
4. utilize a variety of evidence-based instructional strategies, teaching models, and the strategies intervention model (SIMS);
5. match evidence-based instructional strategies, teaching models, SIMS, and assistive technology to individual learner characteristics and needs in order to facilitate acquisition of language, literacy and numeracy skills and content area knowledge;
6. apply assessment outcomes to guide decision making concerning planning for instruction;
7. design a unit plan that incorporates different content areas in order to create a coherent, long-term instructional plan; and
8. demonstrate professional judgment, dispositions, decision making, and scholarship by completing classroom and field assignments.

E. Student Learning Outcomes: The teacher candidate will be able to…

1. analyze the components of universal design and differentiated instruction methodologies to enable and enhance the academic, communication and cognitive potentials of students with exceptional learning needs and students from diverse ethnic, cultural and linguistic background;
2. select evidence-based instructional strategies, teaching models, and the strategies intervention model (SIMS) in order to facilitate the acquisition of language, literacy and numeracy skills and content area knowledge;
3. design a multi-media presentation of an instructional strategy utilizing the SIMs model; and
4. design an interdisciplinary unit plan of five sequential lessons that incorporates two or more content areas, universal design, differentiated instruction, and one SIMS in order to create a coherent, long-term instructional plan for a class of diverse learners. *COE Critical Assessment

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>CEC Standards</th>
<th>COE Teaching Competencies</th>
<th>NJPTS</th>
<th>NJCCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal design and differentiated instruction reading reaction</td>
<td>1, 2, 3, 4, 7</td>
<td>1, 5, 7, 9, 12</td>
<td>1, 2, 3, 4, 7, 11</td>
<td>All standards</td>
</tr>
<tr>
<td>Sims learning strategy for reading, math, social studies, science, choice</td>
<td>2, 3, 4, 7, 8</td>
<td>1, 4, 5, 12, 17</td>
<td>1, 2, 3, 4, 7, 8</td>
<td>All standards</td>
</tr>
<tr>
<td>Multi-media presentation of a learning strategy</td>
<td>2, 3, 4, 7, 8</td>
<td>1, 4, 5, 7, 12, 17</td>
<td>1, 2, 4, 3, 5, 7, 8</td>
<td>All standards</td>
</tr>
<tr>
<td>Interdisciplinary unit plan of five sequential lessons *COE Critical Assessment</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 10</td>
<td>1, 2, 3, 4, 5, 6, 8, 16, 17, 19</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>All standards</td>
</tr>
</tbody>
</table>

The CEC Standards, New Jersey Professional Teaching Standards, New Jersey Core Curriculum Content Standards, and the College of Education Teaching Competencies can be viewed in full through the following link: http://www.wpunj.edu/coe/resources/standards.dot

F. Course Content

1. Universal Design for Learning
2. Brain-based learning and strategic instruction
3. Learning and memory; memory and thinking strategies
4. Learning difficulties and the Strategies Intervention Model (SIMS)
5. Executive functioning disorders and instructional strategies
6. Evidence-based instructional strategies for reading, writing, spelling, math, science, social studies
7. Effective leveled questioning strategies to promote higher level thinking and habits of mind
8. Visualizing (nonlinguistic) and verbalizing (Linguistic) lesson content for all
9. Differentiating by readiness levels, interests, learning styles
10. Differentiating/ tiered / layered materials and assignments
11. Differentiating/ tiered / layered practice and products
12. Flexible grouping, cooperative learning, and learning centers
13. Use of Technologies (presentation, assistive, learning)
14. Professional judgment, dispositions, and decision making related to delivering effective instruction

G. Teaching Learning Methods

1. Lecture, discussion, and note taking
2. Blackboard [Bb] technology to augment lectures
3. On-line research
4. Cooperative learning groups
5. Experiential learning via student presentations

H. Performance-Based Assessment:

1. Review and analyze various journal articles that focus on universal design for learning and differentiated instruction in order to demonstrate an understanding of universal design and differentiated instruction methodologies for enabling and enhancing academic, communication and cognitive potentials of students with exceptional learning needs and students from diverse ethnic, cultural and linguistic backgrounds.(SLO #1)
2. Design one SIMs in each of the following content areas: reading, math, science, and social studies to demonstrate the ability to facilitate the acquisition of language, literacy and numeracy skills and content area knowledge.(SLO #2)
3. Design a multi-media presentation of one selected instructional strategy and demonstrate the ability to teach the SIMs effectively.(SLO #3)
4. Design a unit plan of five sequential lessons that incorporates two or more content areas, universal design for learning, differentiated instruction, and one SIMS in order to create a coherent, long-term instructional plan for a class of diverse learners.(SLO #1, #2, #4) *COE Critical Assessment

I. Suggested Texts and Materials:


J. Bibliography


K. **Preparer’s Name and date:** Denise Stone, Ed.D.

L. **Original Departmental approval date:** March 2005

M. **Reviser’s Name and Date:** Nancy Vitalone-Raccaro, Ph.D. November, 2010

N. **Departmental revision approval date:** January 2011
Critical Assessment

Differentiated Unit Plan

Using your current class profile or creating one...

I) Design an accessible, extended unit plan comprised of five (5) lessons aligned with the NJCCCS and the District’s general education curriculum that integrates social studies, language arts, and at least one other content area (e.g., math or science) thus creating a long-range instructional plan. Utilize Universal Design for Learning (UDL), Differentiated Instruction (DI), and scientifically-based strategies.

a) The unit plan of interdisciplinary lessons should include the following elements:
   i) **Learning Goals** - relevant and appropriate grade-level content differentiated for advanced-proficient, proficient, and low-proficient learners – must include: subject areas, topic, standards, concept, essential question, learning goals, resources/materials
      • Two learning goals are required for advanced-proficient learners, two learning goals are required for proficient learners, and two learning goals are required for low proficient learners in each content area
   ii) **Assessment Plan** - pre-assessment, formative assessment, and post-assessment
      • All learning goals must be assessed before, during, and after learning
      • Assessments must clearly reflect the learning goals
   iii) **Design for Instruction** – universal design, evidence-based instructional strategies, cognitive learning strategies (SIM), and teaching models to facilitate instruction – must include: pre-assessment, motivate, teach, image, ask, practice, create, closure, evaluation, accommodations/adaptations, role of auxiliary personnel
      • Differentiate for advanced-proficient, proficient, and low-proficient learners in the teach, practice, and create
      • Plan a co-teaching matrix for the extended lesson plan.

The capacity to differentiate instruction to make the content accessible to students will be evaluated using the Rubric for Differentiated Unit Plan.
# Sequential, Differentiated Lesson Plan Rubric

<table>
<thead>
<tr>
<th><strong>Student Learning Outcomes</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CEC 3, 4, 7</strong></td>
<td>Based on Bloom’s Taxonomy to promote positive learning results in general and special curricula: relevant and appropriate grade-level content differentiated for struggling, able, and advanced learners – multiple Bloom’s levels – must include: topic, concept, essential question, learning goals, CPIs – must <strong>account for individual learning differences</strong> – must reflect individualized decision-making – enhance the learning of critical thinking, problem solving, and performance skills, utilizes Bloom's taxonomy verbs; SWBAT ___ as demonstrated by______.</td>
<td>Somewhat based on Bloom’s taxonomy to promote positive learning results in general and special curricula; relevant and appropriate grade-level content; attempts made to differentiate objectives for advanced proficient, proficient, and below proficient learners; more than one Bloom’s level; includes topic, concept, essential question, learning goals, CPIs; attempts to account for individual learning differences; some evidence of individualized decision-making; attempts made to enhance critical thinking and problem solving; utilizes Blooms taxonomy verbs; SWBAT ___ as demonstrated by______.</td>
<td>No evidence of Bloom’s taxonomy or incorrect use of Bloom’s; questionable as to whether outcomes will promote positive learning results; not grade-level content; not differentiated for advanced proficient, proficient, and below proficient learners; one or more of the following elements mission: topic, concept, essential question, learning goals, CPIs; no evidence of consideration of individual learning differences; no evidence of individualized decision-making; no evidence of the outcomes will promote critical thinking or problem solving, incorrect format.</td>
</tr>
</tbody>
</table>

<p>| <strong>Teach</strong>                      | Evidence-based instructional strategies, cognitive learning strategies, and <strong>teaching models to facilitate instruction and individualize instruction</strong> - incorporates individual student needs up-front in a universal format – <strong>differentiated for struggling, able, and advanced learners and various learning styles</strong> - incorporates questions from every level of Bloom’s Taxonomy – <strong>individualized instruction</strong> when necessary – select, adapt, and use these instructional strategies to promote positive learning results; clearly adapts instruction in “teach”, “practice”, and “create” to meet students’ | Evidence-based instructional strategies; attempts to incorporates individual student needs up-front in a universal format; attempts to differentiated for advanced proficient, proficient, and below proficient learners; attempts to differentiated for various learning styles; incorporates a few questions from different levels of Bloom’s Taxonomy; adapts instruction to meet students’ individual needs using limited strategies in one or two categories | Did not identify evidence-based instructional strategies no up-front planning for varied learner needs; Did not differentiate for advanced proficient, proficient, and below proficient learners; Did not differentiate for various learning styles; Did not incorporate questions based on Bloom’s Taxonomy; Did not adapt instruction to meet students’ individual needs |</p>
<table>
<thead>
<tr>
<th>Practice</th>
<th>Differentiated guided and independent practice includes hands-on activities, flexible grouping, cooperative learning; modified based on ongoing analysis of an individual’s learning progress; emphasis on the development, maintenance, and generalization of knowledge and skills across environments and settings</th>
<th>Differentiated guided and independent practice is explained and provides opportunities to apply skills; some evidence of planning for modifications based on ongoing analysis of student progress</th>
<th>Differentiated Practice is missing, inappropriate, incomplete and/or unclear</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment before, during, and after learning; assessment clearly linked to standards and essential questions; develops a detailed, performance-based assessment; rubric provided; provides multiple means for demonstrating competence; creates a detailed, student-friendly, developmentally appropriate rubric aligned to performance task</td>
<td>Assessment before and after learning; assessment linked to standards and essential questions; mostly develops a detailed, performance-based assessment; creates a mostly detailed, student-friendly, developmentally appropriate rubric aligned to performance task</td>
<td>Did not plan for performance-based assessment linked to standards and essential question; did not create a detailed, student-friendly, developmentally appropriate rubric aligned to performance task</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Use of UDL technology by teacher and students (e.g. Inspiration, text-to-speech) and includes low, mid and high tech applications; based upon an individual’s learning in order to individualize instruction to provide meaningful and challenging learning; strategies to promote positive learning results and access to the curriculum; strategies to enhance the learning of critical thinking, problem solving and performance skills; appropriate technologies to support instructional planning and individualized instruction</td>
<td>Some use of technology in presentation of lesson by teacher candidate (e.g. PowerPoint, FM system); attempts to incorporate technology applications to promote positive learning results</td>
<td>No use of technology by teacher candidate; no technology applications to promote positive learning results</td>
</tr>
</tbody>
</table>
*IMPORTANT*
Critical Assessment data must be submitted in two different formats via e-mail at the end of the semester by the date grades are due. Data must be e-mailed directly to Dr. Nancy Vitalone-Raccaro at vitalonen@wpunj.edu

Data must be submitted in two different formats. Both forms are provided.

Please e-mail Dr. Vitalone-Raccaro directly to obtain an electronic version of data tables if so desired.
Program Name: Post-Baccalaureate TSD

Rater’s Name: 

Course # and Section #: SPC 582-___  Date Completed:  Semester:

Assessment #3  Assessment Title: Planning within the Specialization

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Element #1</th>
<th>Element #2</th>
<th>Element #3</th>
<th>Element #4</th>
<th>Element #5</th>
<th>Element #6</th>
<th>Element #7</th>
<th>Element #8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program: Post-Baccalaureate Teacher of Students with Disabilities

SPA #3 Teacher candidate’s ability to plan instruction  Rubric: yes

Course # and Section #: SPC 582-___  Preparer’s Name:

Date Submitted:  Semester:

N =
(N= total number of students)

<table>
<thead>
<tr>
<th>Element</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What did we learn about our candidates? About our program? What changes do we need to make?