WILLIAM PATerson UNIVERSITY  
College of Education  
Department of Special Education and Counseling  

COURSE OF STUDY  

Theme: Preparing Inquiring Educators: Knowledge, Understanding and Application  

A. **Course Title**: SPED 622, The Universally Designed Differentiated Classroom  
   **Credits**: 3  

B. **Course Description**: This course is designed for students in the Master’s Program in Learning Disabilities. The purpose of the course is to introduce graduates to practical issues, concerns and trends in Universal Design and Differentiated Instruction, and to provide students with concrete strategies and teaching methodologies to address this classroom structure.  

C. **Prerequisites, Co-Requisites and Restrictions**:  
   a. SPED 542 Foundations of Learning Disabilities  

D. **Course Objectives**: The LDT-C candidate will...  
   1. Integrate the NJ Core Curriculum Content Standards, district curriculum and IEP  
   2. Define and describe inclusive universally designed differentiated classrooms  
   3. Establish a school-wide climate for Universal Design and Differentiated Instruction  
   4. Utilize best-practices instruction  
   5. Employ differentiated teaching models: collaborative consultation, team-based planning, co-teaching  
   6. Prepare administration, faculty, parents and students for the implementation of differentiated instruction  

E. **LDT-C Candidate Learning Outcomes**: The LDT-C candidate will...  
   1. gain the theoretical, conceptual and practical understanding that children differ in experiences, readiness to learn interests, intelligences, languages, cultures, genders and mode of learning as demonstrated by classroom participation in discussion of course readings.  
   2. gain knowledge of relevant terms, legislation and methodologies critical to meeting the needs of diverse learners within the inclusive classroom as demonstrated by classroom participation in discussion of course readings.  
   3. demonstrate understanding Universal Design Learning (UDL) and Differentiated Instruction as methodologies for enabling and enhancing academic, communication and cognitive potentials of students of diverse ethnic, cultural and exceptional backgrounds by completion of a Differentiated Lesson Plan for a standard/grade/subject area, incorporating the IEP and UDL technology.  
   4. demonstrate knowledge of varied instructional approaches to enable all students to progress through a standards-based general education curriculum, while concurrently meeting individual learner needs, as demonstrated by completion
of a Differentiated Lesson Plan for a standard/grade/subject area, incorporating the IEP and UDL technology.

<table>
<thead>
<tr>
<th>LDT-C Candidate Learning Outcomes</th>
<th>CEC</th>
<th>NJ PTS</th>
<th>NJ CCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding that children differ in multiple ways</td>
<td>2, 3, 6</td>
<td>2, 3</td>
<td>n/a</td>
</tr>
<tr>
<td>Knowledge of relevant terms, legislation &amp; methodologies</td>
<td>4, 5, 6, 7</td>
<td>1, 3, 4, 6, 7</td>
<td>All Standards</td>
</tr>
<tr>
<td>Differentiated instruction as methods to unlock potential</td>
<td>4, 5, 6, 7, 8</td>
<td>1, 3, 4, 5, 6, 7</td>
<td>All Standards</td>
</tr>
<tr>
<td>Differentiated instruction as methods to progress in GE</td>
<td>4, 5, 6, 7, 8</td>
<td>1, 3, 4, 5, 6, 7</td>
<td>All Standards</td>
</tr>
</tbody>
</table>

F. **Course Content:**

1. Creating a Universal, Inclusive, Differentiated School
   a. The Classroom as a Metaphor for the World.
   b. Defining and Describing a Universally Designed Differentiated Classroom
   c. Establishing a School-Wide Climate for Universal Design and Differentiated Instruction
   d. What is Best Practices Instruction?
   e. The Wide Range of Students in the Heterogeneous Inclusive Classroom.
   f. Differentiated Teaching Models: Collaborative Consultation, Team-Based Planning, Co-teaching,
   g. Preparing Administration, Faculty, Parents and Students

2. Legislative Policies and Practices
   a. Federal and State Legislation and Policy, NCLB
   b. Least Restrictive Environment and Inclusive Practices
   c. Civil Rights, ADA, IDEA, ESL, Gifted and Talented and Basic Skills Instruction
   d. The IEP/ISIP/504 Plans, Due Process, Parental Rights, Student Rights

3. Theory, Pedagogy and Practice
   a. Metacognition, Learning Styles and Active Participation
   c. Brain Based Learning: Information Processing, Thinking, Memory and Performance
   d. Linguistic and Non-Linguistic Reception and Representation of Information

4. Developing Positive Student Interactions
   a. Learning in Safe Schools
   b. Establishing Classroom Tone
   c. Cooperative Learning
   d. Developing Positive Social Skills and Self Esteem
   e. Nurturing Friendships and Peer Support
   f. Functional Behavioral Assessments
   g. Humanistic Discipline
   h. Cooperative Discipline
i. Conflict Resolution Strategies
j. Intensive Behavior Management Systems

5. Components of Differentiated Lessons
   a. Generic UDL and Differentiated Lesson Plans
   b. Developing A Common Core of Knowledge
   c. Standards Based Teaching through Key Concepts and Principles
   d. Integrating the Core Content Standards, District Curriculum and IEP
   e. Direct Teaching of Main Concepts and Skills
   f. Personalize by Readiness Levels, Interests, Learning Styles
   g. Differentiated Question Strategies
   h. Flexible Grouping
   i. Tiered and Differentiated Activities
   j. Formative Differentiated Assessment
   k. Tiered Differentiated Products
   l. Summative Assessment of Individuals, Group and Whole Class

6. Incorporating Technology and Assistive Technology
   a. Optimizing Curriculum Access, Instruction and Student Independence
   b. Funding, Legal Implications, ADA and IDEA
   c. Universal Design and Digitized Texts (Center for Applied Special Technologies)
   d. Low-tech Adaptations
   e. Medium-tech Equipment and Adaptations
   f. High-tech Options
   g. Augmentative and Alternative Communication Systems
   h. Resources in Assistive Technology

7. Advanced Strategies for Differentiating Instruction
   a. Highly Effective Questioning Strategies
   b. Using Visual and Verbal Metaphors
   c. Graphic Organizers
   d. Rubrics: teacher and student created, content and activity based.
   e. Scaffolding Support
   f. Thematic Units and Tiered Activities
   g. Differentiated Products
   h. Curriculum Compacting
   i. Peer Assisted Instruction

8. Reading, Differentiated Strategies and Accommodations
   a. Informal Assessment
   b. Decoding and Word Recognition: Intervention Strategies and Remedial Methods
   c. Reading Comprehension: Intervention Strategies and Remedial Methods
   d. Content Area Materials: Intervention Strategies and Remedial Methods
   e. Adapting Materials
   f. Using Technology and Assistive Technology

9. Spelling and Writing: Differentiated Strategies and Accommodations
   a. Informal Assessment and Error Analysis
b. Impact of Visual Motor and Visual Memory on spelling and writing

c. Multi-sensory Learning

d. Rule-based Instruction

e. Studying for Recall

f. Encouraging written expression

g. Editing

h. Reinforcement and Practice: Games and Activities

10. Math Differentiated Strategies and Accommodations

a. Readiness for Instruction

b. Informal Assessment

c. Error Analysis

d. Math Computation: Intervention Strategies and Remedial Methods

e. Word Problems: Intervention Strategies and Remedial Methods

f. Adapting Materials using Technology and Assistive Technology

11. Universal Learning Strategies for Social Studies, Science and Study Skills

a. Authentic Problem Centered Learning

b. Strategy Instruction for Content Area Instruction

c. Memory Strategies

d. Advanced Organizers

e. Graphic Organizers

f. Notetaking Systems: Cornell Notetaking

g. Notebook Systems

h. Study Systems

i. Simulations, Presentations and Performances

j. Adapting Teacher Made Tests

k. Alternative Testing and Adaptive Grading

l. Adapting Materials

12. Expanding Differentiated Assessment and Evaluation of Student Progress

a. Formative and Summative Assessment

b. Assessment as an Ongoing Diagnostic Activity

c. Assessment and Brain-Based Teaching

d. Role of Technology in Assessment

e. Rubrics.

f. Standards Based Evaluation

g. Curriculum Based Assessment

h. Project-Based Assessment

i. Portfolio Assessment

j. Grading and Grading Accommodations

k. IEP Accommodations

l. Accommodations for Standardized Testing

G. Teaching Methods

- Inquiry: Shared Discussion of Text Readings
- Direct Lecture, video clips
- Internet Research
Lesson Planning
Portfolio Development
Visual Organizers, Study/Note Taking Systems
Student Presentations
Quiz and Tests

H. Assessment
1. Understanding of the differences among children as assessed by classroom participation and evaluated on a rubric
2. Knowledge of relevant terms, legislation and methodologies critical to the inclusive classroom as assessed by classroom participation and evaluated on a rubric
3. Preparation of a differentiated lesson plan that enables student to reach their potential and progress in the general education curriculum as assessed on a rubric
4. Other assessments as designated by the instructor


J. Preparer’s Name: Denise Stone, Ed.D. February 28, 2005

K. Department Approval Date:

L. Current Revision: N/A

M. Current Department Approval Date: N/A

N. Selected Bibliography


VA: ASCD.


Bley, N. et al. (2001). *Teaching mathematics to students with learning disabilities.* Austin, Texas: Pro Ed.


leaders create unified systems. CA: Corwin Press.


Foster, G. et al. (2002). *I Think, therefore I learn*. Markham, Ontario: Pembroke Publishers LTD.


Hannel Publishers.


students with special needs. Upper Saddle River, NJ: Merrill Prentice Hall.


**Internet Sites**

www.enablemart.com

www.oii.org