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

COURSE OF STUDY
Preparing Inquiring Educators for Diverse Settings:
Developing Knowledge, Applications, Dispositions

A. Course Title: SPC 4290 Individualized Instructional Content and Strategies for Learners with Academic Challenges K-5  Credits: 3

*This course contains a critical assessment.

B. Course Description: This course provides Teacher Candidates with a repertoire of evidence-based instructional strategies and teaching models that can be applied to meet individual learning differences while promoting meaningful access to curriculum content for students with mild and moderate disabilities K-5. Teacher Candidates will focus on matching instructional strategies in reading, writing, spelling, math, and science to individual learner characteristics and needs. Content area instruction will focus on the strategies instruction model (SIMS) for teaching students who struggle to read, write, and organize themselves. This course teaches how to promote positive student learning outcomes in both skill development and the content areas through differentiated instruction adaptations, accommodations, and assistive technology, as appropriate. A field experience with children with and without disabilities will enable Teacher Candidates to apply knowledge in realistic classroom settings.

C. Prerequisites/Co-requisites/Restrictions:
Prerequisites
• Acceptance into Dual K-5/TSD or Dual K-12/TSD
• Completion of SPC 255, 313, 352, 353, 354, 355, CIEE 229 or 312, PSY/CISE 295, CODS 371
• GPA of 2.7 overall and 3.00 in all education coursework
Co-Requisites
• CIEE 322
• CIEE 326
• CIEE 329
• CIEE 301

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. study a variety of evidence-based instructional strategies, teaching models, and the strategies intervention model (SIMS);
4. 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;
5. demonstrate application of universal design and differentiated instructed methodologies for enabling and enhancing academic, communication and cognitive potentials of students with disabilities as well as students of diverse ethnic, cultural, and linguistic background;
6. apply assessment outcomes to guide decision making concerning planning for instruction;
7. design an extended lesson plan that incorporates different content areas in order to create a coherent 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. demonstrate an understanding of 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;
2. demonstrate the knowledge of 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. demonstrate the ability to effectively teach utilizing the strategies intervention model; and
4. design an extended lesson plan that incorporates two or more content areas, differentiated instruction, and one SIMS in order to create a coherent instructional plan for a class of diverse learners. *COE Critical Assessment

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>CEC Standards</th>
<th>COE Teaching Competencies</th>
<th>NJ PTS</th>
<th>NJ CCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</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>Tri-Fold presentation of a learning strategy</td>
<td>2, 3, 4, 7, 8</td>
<td>1, 4, 5, 7, 12, 17</td>
<td>1, 2, 3, 4, 5, 7, 8</td>
<td>All standards</td>
</tr>
<tr>
<td>Extended, interdisciplinary, differentiated lesson *COE Critical Assessment</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</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
6. Quizzes and examinations

H. Performance-Based Assessment:
1. Written review and analysis of various journal articles that focus on differentiated instruction in order to demonstrate an understanding of 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 tri-fold presentation of one selected instructional strategy and demonstrate the ability to teach the SIMs effectively. (SLO #3)
4. Design an extended lesson plan that incorporates two or more content areas, differentiated instruction, and one SIMS in order to create a coherent instructional plan for a class of diverse learners. (SLO #1, #2, #3, #4) *COE Critical Assessment

I. Suggested Text:
J. Bibliography:


**Websites:**

Council for Exceptional Children (CEC), Division on Autism and Developmental Disabilities (DADD)  
[http://daddcec.org/Home.aspx](http://daddcec.org/Home.aspx)

Council for Children with Behavioral Disorders  
[http://www.ccbd.net/](http://www.ccbd.net/)

Council for Exceptional Children (CEC), Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)  

Council for Exceptional Children (CEC), Division for Early Childhood (DEC)  

Council for Exceptional Children (CEC), Division of Learning Disabilities (DLD)  

Council for Exceptional Children (CEC), Teacher Education Division (TED)  

Reading Rockets
http://www.readingrockets.org/

J. **Preparer’s Name:** Denise Stone, Jacqueline McConnell, and Marjorie Goldstein, Fall 2004

K. **Department Approval Date:** February 1, 2005

L. **Current Preparer’s Name(s):** Nancy Vitalone-Raccaro, Ph.D., Bernard C. Jones, Ed. D., fall 2010

M. **Current Department Approval Date:** January 2011
Critical Assessment

Extended Differentiated Lesson Plan
Teacher Work Sample - Multidisciplinary Lesson Plan

Using the current class profile in your practicum teaching classroom.

I) Design an accessible, extended lesson plan that will encompass multiple days and is 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 an integrated instructional plan. Utilize Universal Design for Learning (UDL), Differentiated Instruction (DI), scientifically-based strategies and one SIMs.

a) The extended lesson plan of sequential mini-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 - 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 assessment, 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 Extended Differentiated Lesson Plan.
## Sequential, Differentiated Lesson Plan Rubric

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEC 3, 4, 7</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 account for individual learning differences – must reflect individualized decision-making – enhance the learning of critical thinking, problem solving, and performance skills, utilizes Blooms taxonomy verbs; SWBAT <strong><strong>as demonstrated by</strong></strong>___.</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; utilizes Blooms taxonomy verbs; SWBAT <strong><strong>as demonstrated by</strong></strong>___.</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>

### Teach

CEC 3, 4, 7

Evidence-based instructional strategies, cognitive learning strategies, and teaching models to facilitate instruction and individualize instruction - incorporates individual student needs up-front in a universal format – differentiated for struggling, able, and advanced learners and various learning styles - incorporates questions from every level of Bloom’s Taxonomy – individualized instruction 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’ individual needs using various strategies and activities

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

### Practice

CEC 3, 4, 7

Differentiated guided and independent practice includes hands-on activities, flexible grouping, cooperative learning; modified based on ongoing analysis of an individual’s learning

Differentiated guided and independent practice is explained and provides opportunities to apply skills; some evidence of planning for modifications based on ongoing

Differentiated Practice is missing, inappropriate, incomplete and/or unclear
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Analysis of student progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEC 8</td>
<td>Assessment before and after learning; assessment clearly 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>
</tr>
<tr>
<td>Not used as evidence for Standard 8</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>
</tbody>
</table>

| Technology | 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 |
| CEC 3, 4, 7 | No use of technology by teacher candidate; no technology applications to promote positive learning results |

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 |

**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. Bernard Jones at jonesb11@wpunj.edu.

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

Please e-mail Dr. Bernard Jones directly to obtain an electronic version of data tables if so desired.
Program: Undergraduate Teacher of Students with Disabilities

Rater’s Name:

Course # and Section #: SPC 429-___ 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>
</table>
Program:  Undergraduate Teacher of Students with Disabilities

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

Preparer’s Name:  Date Submitted:

Semester:  Course # and Section #:  SPC 429-

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?