William Paterson University

SPED 624: The Universally Designed Differentiated Classroom for LDT-C
Winter 2010

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Course Website: https://bb.wpunj.edu/webapps/login/

A. <u>**Course Description**</u>: 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.

B. <u>**Prerequisites, Co-Requisites and Restrictions:**</u>
   1. SPED 542 Foundations of Learning Disabilities

<u>**Course Objectives:**</u> Upon completion of this course, students The LDT-C candidate will be able to:
   1. Integrate the NJ Core Curriculum Content Standards, district curriculum and IEP.
   2. Define and describe inclusive universally designed differentiated classrooms.
   3. Discuss impact of language development and listening comprehension on academic and non-academic learning of individuals with learning disabilities.
   4. Use strategies from multiple theoretical approaches for individuals with learning disabilities.
   5. Use appropriate adaptations and technology for all individuals with learning disabilities.
   6. Teach individuals with learning disabilities to monitor for errors in oral and written language.
   7. Plan and implement age and ability appropriate instruction for individuals with learning disabilities.
   8. Use exceptionality-specific assessment instruments with individuals with learning disabilities.

C. <u>**LDT-C Candidate Learning Outcomes:**</u> 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.

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

D. 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
   b. Theorists: Piaget, Dewey, Vygotsky, Bloom, Gardner, and Paivio
   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. Note-taking Systems: Cornell Note-taking
      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

E. Teaching Methods
- Inquiry: Shared Discussion of Text Readings
- In-Direct Lecture, live chat
- Discussion Boards
- Internet Research
- Lesson Planning
- Visual Organizers, Study/Note Taking Systems
- Student Presentations through written assignments
- Online module activities

F. 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

FREQUENTLY ASKED QUESTIONS
On the discussion board function in Blackboard, one discussion board topic will be focused on frequently asked questions (FAQs). You may post questions here at any time. So, if you have a question, check here first. If your particular question has not been posted, post it at any time. All students should check this page frequently for class updates, assignment clarification, technical problems, etc. If you know the answer to a student's question, you may also reply. I will answer questions posted here on a regular basis during the three weeks.

ACCESSING THE CLASS WEBSITE:
Go to the Blackboard website listed above and login using your WP user-id and password. All courses that you have registered for will be listed. Click on **Special Education 624: The Universally Designed Differentiated Classroom for LDT-C** and you will be linked to all course content and communication methods. Students must use the Blackboard e-mail function to communicate with and send assignments to the instructor.

COMPUTER BACKGROUND:
Students should have the following basic computer skills prior to registering for an online class:

> ➢ Be able to use a word-processing system (Microsoft Word)
> ➢ Be able to use email
> ➢ Be able to navigate the Internet and conduct topic searches

COMPUTER REQUIREMENTS:
To take online courses you will need a Web browser, Internet access, and an e-mail address. Each student enrolled in a course at WPU automatically is assigned an e-mail account through the WPConnect system; the same user id and password allows you access to Blackboard. I will use Blackboard to communicate with you. Please check Blackboard frequently for e-mail messages, class announcements, course materials, and grades. If you would like me to grade your assignments and answer questions, you should use this e-mail.

Email Policy:
Email correspondence: Students must email instructor through Blackboard. Emails sent Monday through Friday, excluding class assignments, will be answered within 48 hours.

ASSIGNMENTS POLICIES

Due Dates: All web-based assignments are due mid-night of the due date. All other assignments are due as outlined on the course syllabus.

Late assignments: For assignments submitted past the scheduled due date and time ten percent (10%) of the total assignment points will be deducted per calendar day.

Format: All assignments must include your first initial and full last name to receive points. **Remember** if you are attaching an assignment that has been completed in Word you need to put your name on the word document. You must also put your name and page number as a running head throughout your document for each assignment. All assignments are to be type written in size 12 font and double spaced.

Submissions: Students must submit all assignments through blackboard in the assignment section. There is no longer a digital drop box so you must review the instructions in the help section of blackboard. If you have a question regarding the course or assignment do not ask it within your assignment email. Send a separate email to address this matter.

Resubmission: Students may resubmit only assignments they received a grade lower than a B (80% of total assignment points). When resubmitting an assignment a student will not be able to receive a grade higher than eighty percent (80%) of the total assignment points. Resubmitted assignments must also be turned in within 2 days of receiving the initial grade.
INCOMPLETE GRADING POLICY: An incomplete grade will be awarded only under extreme circumstances and must meet departmental approval. Requests for an incomplete grade (I) must be submitted in writing to the instructor no later than January 6, 2009.

ACADEMIC INTEGRITY/DISHONESTY

West Virginia University expects that every member of its academic community shares the historic and traditional commitment to honesty, integrity, and the search for truth. Academic dishonesty is defined to include but is not limited to any of the following:

Plagiarism: to take and pass off as one's own the ideas, writings, artistic products, etc. of someone else; for example, submitting, without appropriate acknowledgment, a report, notebook, speech, outline, theme, thesis, dissertation, or other written, visual or oral material that has been knowingly obtained or copied in whole or in part, from the work of others, whether such source is published, including (but not limited to) another individual's academic composition, compilation, or other product, or commercially prepared paper.

Cheating and dishonest practices in connection with examinations, papers, and projects, including but not limited to:

    a. Obtaining help from another student during examinations.
    b. Knowingly giving help to another student during examinations, taking an examination or doing academic work for another student, or providing one's own work for another student to copy and submit as his/her own.
    c. The unauthorized use of notes, books, or other sources of information during examinations.
    d. Obtaining without authorization and examination or any part thereof.

Forgery, misrepresentation or fraud:

    a. Forging or altering, or causing to be altered, the record of any grade in a grade book or other educational record.
    b. Use of University documents or instruments of identification with intent to defraud.
    c. Presenting false data or intentionally misrepresenting one's record for admission, registration, or withdrawal from the University or from a University course.
    d. Knowingly presenting false data or intentionally misrepresenting one's records for personal gain.
    e. Knowingly and unethically furnishing the results of research projects or experiments.
    f. Knowingly furnishing false statements in any University academic proceeding.

Academic dishonesty includes plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud. Some cases of forgery, misrepresentation, or fraud which occur outside the context of courses or academic requirements may be referred directly to the University Committee on Student Rights and Responsibilities by any member of the University community.

SOCIAL JUSTICE STATEMENT

William Paterson University (WPU) is committed to social justice. As the instructor of this course, I concur with the WPU's commitment and expectations to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. (This course offers many opportunities for individual reflection and large group discussion. I believe such opportunities are necessary in order to develop "an understanding" and "an appreciation" for the field of specific learning disabilities.) Any suggestions as to how to further such an environment will be appreciated and given serious consideration.

DISABILITY SERVICES

If you are a person with a disability and anticipate any type of accommodation in order to participate in this class, please advise me immediately and make appropriate arrangements with Disability Services.

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Internet Sites

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