

EDUC 0690
Curriculum and Instruction for Students
with Special Needs in the Least Restrictive Environment



Special Education is a changing landscape. In order to develop curriculum and instruction that meets the needs of individuals in an inclusionary setting, a strong focus on Universal Design for Learning is necessary. This course will integrate the principles of UDL with Understanding by Design (backwards planning) to create inclusionary curriculum. In addition there will be specific time allocated to effective strategies in math, science, social studies and the language arts to scaffold for students who have learning challenges. The integration of what is considered assistive technology will also be addressed. This course requires 30 hours of fieldwork that initial license people may complete in the participant's classroom/program. Professional license people may not use their own classroom.

It should be noted that if the participant is in an initial licensure program, at least one 30 hour pre-practicum must be in a diverse setting.

Course Rationale: Educating students in an inclusionary setting, when done well, benefits both students with disabilities and those without. This course will provide a lens for designing curriculum that ensures the engagement and participation of all students within a high standards based curriculum.

Big Ideas: Disabilities are located entirely or co-located in our culture's understanding of what is typical, valued, and to be expected. Curriculum is one way a school can disable **or enable** its students. Curriculum design for inclusive classrooms integrates best practice from both general and special education.

Essential Question: In an increasingly diverse classroom environment, how do we develop curriculum that supports learner variability?

Participant Learning Outcomes: Participants will be conversant with the principles of Understanding by Design, Universal Design for Learning, and Marzano’s Planning Design and apply these principles to the practice of designing lessons that are accessible to a diverse student body. Participants will analyze lessons, work collaboratively with team members, and be able to redesign curriculum.

Understand	Know	Do
The relationship of big ideas and essential questions to written curricula	Universal Design for Learning Tenets	Engage in a reflective process of making sense of new learning in relation to one’s experience
The difference between Big A and little a assessment and when and how to use each	Instructional strategies that support diverse classrooms	Critique existing curricula
Linguistic variation and how it affects lesson design	Technology that supports learner variability	Find the big ideas

Texts:

Voltz, D., Sims, M. and Nelson, B. (2010). *Connecting Teachers, Students, and Standards: strategies for Success in Diverse Inclusive Classrooms*. Alexandria, Virginia:ASCD.

In addition, a reader is provided as well as several handouts.

Course Instruction: This course is participatory and workshop oriented. Participants will need access to a classroom and curricular materials. There will be lectures, discussions, time to apply learning, and sharing of information. The course begins with face to face classes (5) and then proceeds to online format. The second to the last class is a face to face class.