

Planning Differentiated, Multicultural Instruction for Secondary Inclusive Classrooms

Delinda van Garderen • Catharine Whittaker

Mr. Bueti, a social studies teacher, and Ms. Mayone, a collaborative teacher, co-teach a U.S. History Class at Poughkeepsie High School. Over 80% of the students come from culturally and linguistically diverse groups. Approximately one third of the class receives special education services and five of the students are English language learners. There are also several students who are high achievers in the class.

Mr. Bueti and Ms. Mayone are experienced teachers and enjoy teaching together in an inclusive classroom. However, they are keenly aware of the challenges posed by such a heterogeneous, diverse student population. It is their responsibility to assist all their students to pass the high-stakes New York State Regents Exam in U.S. History. Despite their collaborative relationship and their culturally responsive teaching styles, sometimes they feel overwhelmed. They struggle to find enough time to plan effective, differentiated instruction that also recognizes their diverse student population.

The No Child Left Behind Act requirements for standards-based curricula and standardized assessment for all students have changed the focus of educational reform. This is particularly true on the middle and high school level due to heavy content demands and the implications of high-stakes testing (Stodden, Galloway, & Stodden, 2003).

Simultaneously, IDEA calls for individualized education for students with disabilities in the least restrictive environment, which, for the majority of students, means the general education classroom. A promising practice for meeting the demands of standards-based education is differentiated instruction. At the same time, an increasing number of special educators are becoming aware of the principles of universal design for learning (UDL) and believe that it holds promise for improving achievement.

Another major development in education over the past few decades has been multicultural education. The growing diversity of our school population has motivated some urban and ethnically diverse districts to establish multicultural policy statements and provide professional development in culturally responsive teaching for their teachers (Banks, 2002). Many teachers, like Mr. Bueti and Ms. Mayone, recognize the positive effect on student achievement when students learn in a culturally relevant manner.

Although differentiated instruction, UDL, and multicultural education are rarely discussed in an integrated manner, they can be viewed as supportive theories with multiple converging concepts. Despite this convergence, many teachers struggle to implement the various models at the classroom level (Hall, Strangman, & Meyer, 2003). They need a workable format that promotes collaborative planning for units of instruction designed for a diverse student population while also meeting state standards.

In this article, we illustrate how the individual components of differentiated instruction, UDL, and multicultural education can be helpful in meeting the needs of students from diverse backgrounds in the general education curriculum. In addition, we present a Unit Planner for the secondary level that combines the relevant components of differentiated instruction, UDL, and multicultural education and provide an illustration of how Mr. Bueti and Ms. Mayone used it to create a unit on the Civil Rights Movement.

Differentiated Instruction

For decades one of the hallmarks of special education and gifted education has been individualized instruction and flexible grouping. With the more recent emphasis on educating an increasing number of secondary students with exceptional needs in inclusive environments and including all students in state assessments, both general and special educators are asking important questions about the feasibility of and responsibility for providing individualized instruction in the general education classroom. Differentiated instruction provides a platform for accomplishing this.

The basic premise of differentiated instruction is to systematically plan curriculum and instruction that meets the needs of academically diverse learners by honoring each student's learning needs and maximizing each student's learning capacity (Tomlinson, 1999; Tomlinson & Eidson, 2003). Differentiation can occur within one or more of the

following five classroom elements: content, process, product, affect, and learning environment (Figure 1). Instruction can be further differentiated based on three student characteristics of readiness, interest, and learning profile. Readiness is assessed by determining a student's current knowledge, understanding, and skill as it relates to what is being studied. Interest is apparent by observing what a student enjoys learning about, thinking about, and doing. Learning profile means a student's preferred model of learning as influenced by factors such as learning style, intelligence preference, gender, and culture (Tomlinson & Eidson).

Universal Design for Learning

Universal design is a movement in architecture that calls for the needs of individuals with disabilities to be considered from the outset such as using curb cuts to aid travel of those in wheelchairs or the embedding of an elevator within a spiral staircase. Universal design for learning (UDL) is a theoretical framework that guides the development of curricula that meets the needs of all students (Hall et al., 2003; Rose & Meyer, 2002). Like universal design in architecture, teachers are encouraged to design materials and activities that can meet the needs of all students initially, rather than make modifications after the fact. This is accomplished by identifying potential barriers that may limit students' access to information and access to learning. Potential barriers would include, but not be limited to, students' needs as identified on the individualized education program (IEP) or accommodations as listed on a student's 504 plan. (See Rose and Meyer, for templates that could be used to identify potential barriers.)

Central to UDL is the recommendation to provide students with a wider variety of options to access, use, and engage with learning materials. Therefore, flexible curricular materials are paramount in order to support learning and accessibility to information. This implies use of multiple media formats including the use of technology, in particular digital materials. Flexibility of curricular materials can occur on any of

— — — — —

**Many teachers, like Mr.
Bueti and Ms. Mayone,
recognize the positive
effect on student
achievement when students
learn in a culturally
relevant manner.**

— — — — —

the following three levels: recognition (for teaching information, the "what" of learning); strategic (for teaching skills and strategies, the "how" of learning); and affect (for teaching students to love learning, the "why" of learning; Rose & Meyer, 2002). (See Figure 2 for summary of key principles and examples of UDL.)

Universal design for learning overlaps considerably with differentiated instruction, particularly with regard to material and instructional choice. The additional contributions of UDL are its emphasis on initial design considerations and digital technology. A third approach, multicultural education, further enriches curricular and pedagogical options, while widening the scope to the school level.

Multicultural Education

There is widespread concern about the underachievement of students with disabilities and African American, Latino, Native American, and some Asian American students (Banks, 2002; Gay, 2000; Stodden et al., 2003; Taylor & Whittaker, 2003). Likewise, the disproportionate representation of students from culturally and linguistically diverse groups in special education persists (Donovan & Cross, 2002). The reasons for this have, for too long, been attributed to the students and their families, rather than to the curricular, pedagogical, and organizational structures of schools and the inequitable framework of our society. Although some data suggest that secondary students with disabilities have shown improvement on standardized assessment, their performance is not commensurate with that of

their typical peers (Stodden et al.). There is a critical need for secondary general and special educators like Mr. Bueti and Ms. Mayone to create inclusive environments for an expanding diversity of students by planning instruction that takes into consideration the important aspects of multicultural education as well as differentiated instruction and UDL (Salend, 2005).

Multicultural education is an approach that encompasses curriculum and instruction but extends beyond them to consider the restructuring of all aspects of schooling. Its major goal is to allow students to acquire the knowledge, attitudes, and skills they need to succeed in an ethnically and racially diverse nation and world (Banks, 2002). Banks has defined the major components of multicultural education as (a) content integration, (b) the knowledge construction process, (c) equity pedagogy, (d) prejudice reduction, and (e) an empowering school culture and social structure (see Figure 3).

The dimension of content integration challenges all teachers to include concepts and examples from diverse cultures and groups in their subject area. Individuals and groups are diverse based upon characteristics such as ethnicity, socioeconomic status, culture, language, exceptionality, gender, sexual orientation, and religion (Taylor & Whittaker, 2003). Regardless of the degree of heterogeneity of a district or classroom, all students should learn about the history and experiences of diverse groups so that they can function in a global society. Students whose group affiliations are not traditionally represented in the school curriculum often feel excluded, but when students see their own language and culture in classroom content and materials, academic achievement improves (Boykin & Bailey, 2000; Gay, 2004; Moses & Cobb, 2001).

The knowledge construction process examines whether the information in the classroom encompasses multiple perspectives and voices. It encourages teachers to help students to critically examine how, why, and by whom the text and visuals they use were developed. Recently, textbook publishers have made an effort to integrate the

Figure 1. Overview and Examples of Key Concepts for Differentiated Instruction

<i>Elements</i>	<i>Examples</i>
Content: What is taught and how access to the information and ideas that matter is given.	• Texts at varied reading levels • Provision of organizers to guide note-taking • Use of examples and illustrations based on student interest • Present in visual, auditory, and kinesthetic modes • Provide materials in the primary language of second language learners
Process: How students come to understand and "own" the knowledge, skills, and understanding.	• Vary the pacing of student work • Use cooperative grouping strategies (e.g., Think-Pair-Share, Jigsaw) • Develop activities that seek multiple perspectives on topics and issues • Highlight critical passages in a text • Tiered assignments
Product: Student demonstration of what he or she has come to know, understand, and be able to do.	• Provide bookmarked Internet sites at different levels of complexity for research sources • Develop rubrics for success based on both grade-level expectations and individual student learning needs • Teach students how to use a wide range of product formats (e.g., presentation software)
Affect: Student linking of thought and feeling in the classroom.	• Modeling respect • Help students examine multiple perspectives on important issues • Ensure consistently equitable participation of every student
Learning Environment: Classroom function and feeling.	• Rearrange furniture to allow for individual, small-group and whole-group work • Availability of supplies and materials (e.g., paint, paper, pencil) • Procedures for working at various places in the room and for various tasks

faces, histories, languages, and experiences of diverse populations; nevertheless, this content is often found in sidebars and special-events sections (Gay, 2004). It is incumbent upon teachers to recognize when the alternative perspectives and voices are not available in published texts and seek appropriate supplementary materials.

Equity pedagogy recognizes that when teachers choose instructional approaches they should consider the learning preferences of the students in their class. All teachers, regardless of subject area, can design instructional units that are responsive to students' cultures. Gay (2000) uses the term *culturally responsive teaching* to indicate

approaches that empower students to learn and describes multiple opportunities for practice. Culturally responsive teaching celebrates individual and collective accomplishments, provides academic and personal mentoring in survival skills and self-advocacy, promotes critical thinking, and uses cooperative learning groups or peer tutoring situations.

Prejudice reduction means that there should be multiple opportunities for students to develop positive attitudes toward human diversity throughout their school years (Polite & Saenger, 2003). Rather than ignore these differ-

ences, teachers must recognize and celebrate unique individual characteristics and group affiliations, while also stressing the many characteristics all have in common. Children's racial identity development is closely tied to a healthy understanding of human difference. Furthermore, we must develop classroom communities in which differences can be discussed openly and sensitively and teach conflict resolution skills that provide students with strategies for coping with prejudice (Schniedewind & Davidson, 1998).

An empowering school culture is one in which all students experience educational equity and choice in all aspects of

Figure 2. Key Principles and Examples of Universal Design for Learning

<i>Principle</i>	<i>Instructional Designs to Support Principle</i>	<i>Example</i>
1. To support recognition learning , provide multiple, flexible methods of presentation.	• Provide multiple examples • Highlight critical features • Utilize multiple media and formats • Support background context	• Multiple versions of story • Visual concept maps • E-text with text-to-speech • Online links to experts
2. To support strategic learning , provide multiple, flexible methods of expression and apprenticeship.	• Provide models of skilled performance • Practice with supports • Give ongoing, relevant feedback • Demonstrate skills	• Teacher generated examples • Talking word processor • Links to peers • PowerPoint, Concept mapping software
3. To support affective learning , provide multiple, flexible options for engagement.	• Give students choice of content and tools • Adjust levels of support and challenge • Give choice of rewards • Allow choice of learning context	• Selection of content for learning • Templates supporting process • Built-in structured peer feedback • "Web Quest" designs

schooling. Inside the classroom, teachers can promote principles of shared decision making and democratic citizenship. Students who are English language learners are empowered when teachers or teaching assistants can talk to them in their native language or when the flag of their country of origin is displayed in the room. Beyond the classroom, teachers and school staff must work together to closely examine the policies of the school to ensure that they promote educational equity for all students.

The five components of multicultural education enrich the discussion of curriculum and instruction offered by differentiated instruction and UDL by challenging teachers to look at their classrooms through the cultural filters of their students. Furthermore, the emphasis on prejudice reduction sharpens the consideration of student affect as described by Tomlinson (1999). Multicultural education goes beyond instruction and questions basic assumptions about the structure of schools and the purpose of education. Once teachers understand how differentiated instruction, UDL, and multicultural education complement each other, it is possible to

design a unified framework for instructional planning.

The Unit Planner: An Overview

Considerable work has already been done to assist teachers in inclusive classrooms to plan and implement a standards-based curriculum for inclusive secondary classrooms (Lenz & Deshler, 2004; Wiggins & McTighe, 1998). For example, Lenz and Deshler have designed a Course Organizer that displays the essential questions, standards, and progress graph for the course, and a Unit Organizer that enables teachers to plan and display for students the essential components of a secondary unit. Building on their idea of a planning template, we designed a Unit Planner that incorporates many of the important aspects of differentiated instruction, UDL, and multicultural education.

The Unit Planner is to be completed prior to teaching the unit and should be considered a part of the overall planning of the curriculum unit. The structure of the Unit Planner can help teachers design units that consider the needs of all students by recognizing that the strategies and materials required by stu-

dents with special needs are often helpful to others in the class. Furthermore, it provides a platform for collaboration among general and special education teachers. The Unit Planner is a one-page form comprised of 9 sections as found in Figure 4.

General Course Information (Sections 1 and 2)

Section 1 of the Unit Planner is where the teacher identifies the subject area and unit topic information. The class and period that this Unit Planner is being prepared for is also indicated. In Section 2, teachers, related service providers, and other staff that are available to implement the unit are listed. The Unit Planner was designed to encourage and facilitate communication among educators as collaboration among teachers, both in planning and teaching, can help reach more students (Lenz & Deshler, 2004).

Unit Information (Sections 3 and 4)

These sections summarize the key concepts on which the unit is built. Unit questions and the core concepts provide a way for the teacher to transform the state learning standards into meaningful learning goals and activities by providing a strong focus for the curriculum

Figure 3. Dimensions and Examples of Multicultural Education

Category	Definition	Examples
Content Integration	Content integration deals with the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline.	• Biographies of women or persons of color who are scientists and mathematicians • Learning about demographics of diverse groups in mathematics • Using primary documents about the history of non-Anglo European peoples • Reading and creating multicultural literature • Including images of many kinds of families in the curriculum
The Knowledge Construction Process	The knowledge construction process relates to the extent to which teachers help students to understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways in which knowledge is constructed within it.	• Examining the degree to which authors who are female or people of color are included in the curriculum • Including the perspectives of both the dominant and nondominant cultures in any description of historical conflict • Examining labels applied to persons with disabilities from the perspective of the person • Validating the importance of languages other than English • Discussing the difference between Western and non-Western views on science • Interviewing community elders about their immigration experiences
An Equity Pedagogy	An equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, and social-class groups. This includes using a variety of teaching styles that are consistent with the wide range of learning styles within various cultural and ethnic groups.	• Knowing the cultural background of students and incorporating them into classroom instruction and procedures • Using cooperative learning or group experiences with students who learn best collaboratively • Placing students in pairs to encourage question and answer exchanges
Prejudice Reduction	This dimension focuses on the characteristics of students' racial attitudes and how they can be modified by teaching methods and materials.	• Using heterogeneous groups by gender, race, and language in cooperative learning groups • Developing racial identity (e.g., through a family tree) • Teaching the concept of race as a social, not biological, construct • Studying various religions in the context of a winter holiday season or historical event
An Empowering School Culture and Social Structure	Grouping and labeling practices, sports participation, disproportionality in achievement, and the interaction of the staff and the students across ethnic and racial lines are among the components of the school culture that must be examined to create a school culture that empowers students from diverse racial, ethnic, and cultural groups.	• Including students in determining classroom rules or allowing them choice of assignment • Including students with disabilities or all students who try out for a performance • Actively recruiting and hiring teachers of color • Reducing the numbers of African Americans and Hispanics who are inappropriately placed in special education programs • Working with community groups to provide mentoring and tutoring programs • Involving families in school decision-making bodies

Figure 4. Unit Planner Template

Subject Area: 1		Unit Topic:		Classroom Setting:		Period:
Unit Questions:		Core Concepts:		Teacher(s) Available:		
1.		1.				
2.	3	2.			2	
3.		3.				
4.		4.				
Unit Schedule:	Specific Student Characteristics: (Consider: Readiness; Affect/Social Skills; Learning Profile; Interests; Gender; Race/Ethnicity; Socioeconomic Status; Sexual Orientation; Culture; Language; Religion; Exceptionality.)	Curricular and Instructional Strategies to Address Student Characteristics:				Link to Unit Schedule Number:
5		8				9
1.		Content: (Knowledge Construction; Prejudice Reduction; Content Integration; Technology)				
2.						
3.		Process: (Equity Pedagogy; Prejudice Reduction; Technology)				
4.						
5.		Product: (Knowledge Construction; Content Integration; Technology)				
6.	Whole Class Characteristics: (Consider: Readiness; Affect/Social Skills; Learning Profile; Interests; Gender; Race/Ethnicity; Socioeconomic Status; Sexual Orientation; Culture; Language; Religion; Exceptionality.)					
7.		Learning Environment: (Empowering School Culture; Technology)				
Bueti (2004)						

unit (Lenz & Deshler, 2004; Zmuda & Tomaino, 2001). Unit questions frame the unit around topics using student-centered language. They are higher order questions that have no obvious right answer (Wiggins & McTighe, 1998). By crafting unit questions, teachers can more easily design targeted assessment and instructional strategies. Similarly, by identifying new core concepts (i.e., ideas, principles, theories), teachers can introduce and define these ideas and then emphasize their importance throughout the unit.

Unit Schedule (Section 5)

The unit schedule depicts the order in which the content for the curriculum unit will be presented. The information in this schedule can be organized by daily lesson, weekly topic, or activities to be covered throughout the unit. It is helpful to indicate the instructional approach (e.g., lecture, cooperative learning group) that will be used in order to identify potential barriers or missed opportunities, a component of UDL, for the specific students and/or the whole class. These barriers then inform what curricular and instructional strategies may be needed to address student characteristics.

Student and Class Characteristics (Sections 6 and 7)

These sections are to be used to specify individual student characteristics as well as information about the whole class. When identifying characteristics for both sections, many factors such as readiness, gender, culture, language, and exceptionality are to be considered. The Unit Planner lists a variety of characteristics found in the literature on differentiated instruction and multicultural education, which may or may not be relevant to a particular unit. Specific students identified in section 6 do not need to be restricted to students with IEPs only. For section 7, a general statement related to the class as a whole may be written. In many high school settings, educators may teach more than one section of a class. Each class may have varying characteristics that should be taken into consideration. For example, in one class there may be higher numbers of students who receive spe-

cial education or are English language learners, or the class may work well in small group settings.

Curricular and Instructional Strategies for the Unit (Sections 8 and 9)

In section 8 curricular and instructional strategies are to be identified that address the student and whole class characteristics that have been listed. Curricular and instructional strategies should be identified at the content, process, product, and learning environment level, major components of differentiated instruction. In addition, consideration should be given to the dimensions of multicultural education within each level as well as to appropriate instructional strategies from students' IEPs. Once the curricular and instructional strategies have been identified, each suggestion is to be connected back to a numbered lesson or activity in the unit schedule. This connection is identified in section 9. The strategy will then be used as a part of the lesson implementation, thus reinforcing the UDL concept of making the curriculum accessible for all students as a part of the initial planning rather than after-the-fact.

The Unit Planner in Action

We worked with Mr. Bueti and Ms. Mayone to use the Unit Planner to design and implement a standards-based unit on the Civil Rights Movement for their secondary inclusive classroom (see Figure 5). The teachers first identified the unit questions that would guide their instructional design and then brainstormed the core concepts that students would encounter during the unit. Based on the unit questions, the teachers then prepared a schedule listing the topics for the lectures, projects, and activities in the unit.

Next they listed some of the students in the class who exhibited characteristics that might present potential barriers to learning. For example, several students such as Jack and Taishawn were behind academically either because of a low reading level or an absence from school whereas Britney needed more challenging assignments to keep her

interested. They also paid attention to the diversity of ethnicity in this class in order to include resources on relevant groups in the Civil Rights Movement and allowed for student choice of mini-project topic. In addition, the teachers briefly described the characteristics of the class in general, especially including factors that might be related to the unit topic. For example, they noted the range of political viewpoints in the class as well as socioeconomic status since these characteristics related to the political and social movements in the unit.

In order to provide for the individual learning needs of the class, the teachers then filled in section 8. They considered how they could supply a variety of materials that would accommodate the diversity of student needs and listed these under "Content." For example, for students like Guillermo, a Mexican American, they provided guided notes for the lectures and integrated information about the struggle of Mexican American farmworkers for better pay in California in the 1960s. To address the issue of knowledge construction, they included primary documents to show multiple perspectives of historical events.

Under "Process," Mr. Bueti and Ms. Mayone listed ways that they could address multicultural issues such as equity pedagogy and prejudice reduction. They did this by allowing students to choose roles (e.g., artists, speakers) in their cooperative groups that fit their learning preferences and by holding interactive, democratic discussions in the classroom on the many civil rights issues encountered that involved prejudice and oppression. They also considered available instructional technology in the classroom and the school library and each teacher worked with groups in one of those sites. By book-marking different Web sites, they provided a range of reading levels for the mini-projects so that students like Jack and Britney would find sources on their reading level. Ms. Mayone met regularly with Taishawn and other students who had difficulty staying focused. The students also were provided with a checklist of tasks to complete for the mini-project that they used to self-monitor their

Figure 5. Civil Rights Movement Unit Planner

Subject Area: U.S. History Unit Topic: Civil Rights Movements Classroom Setting: Inclusive General Education Class Period: 1

Unit Questions:		Core Concepts:		Teacher(s) Available:	
1. What are some of the groups who have struggled for equal rights and what problems have they experienced?		1. Civil rights		Mr. Buelt – Social Studies Teacher	
2. Why have civil rights groups devised the solutions that they have?		2. Equal rights		Ms. Mayone – Consultant Teacher	
3. What civil rights leaders, organizations and actions of government have led to equal rights?		3. Nonviolent resistance			
4. What has been the effect on civil rights today?		4. Civil disobedience			
		5. Racism			
		6. Segregation			
		7. Organized labor			
Unit Schedule:	Specific Student Characteristics:	Curricular and Instructional Strategies to Address Student Characteristics:			
Note: Many classes begin with "Do Now"	(Consider: Readiness; Affect/Social Skills; Learning Profile; Interests; Gender; Race/Ethnicity; Socioeconomic Status; Sexual Orientation; Culture; Language; Religion; Exceptionality)				
1. Lecture on Civil Rights Movement, including core concepts and key terms	Jack – White male, age 16; LD classification, included in U.S. History, self-contained special education classes for other subjects, receives services of consultant teacher, 5th grade reading level	Content: (Knowledge Construction; Prejudice Reduction; Content Integration; Technology) Unit Organizer to introduce key terms and concepts of unit Guided notes; unit study guide Use of primary documents Variety of movements (i.e., Latino, Black, women, disabled, gay) On-line databases with a variety of reading levels Guest speaker: former Black Panther			
2. Civil Rights Mini-Project in small groups with topic chosen from various movements	Kincaid – Afro-Caribbean female, age 17, returned to school after 10 months of homebound instruction, average ability level, but behind class in content knowledge and skills				
3. Activity #1 – Civil Rights Timeline with cause, and effect questions	Taishawn – African-American male, age 16, group home resident, 504 classified ADD, behavioral issues, academic skills deficient due to time absent from school	Process: (Equity Pedagogy; Prejudice Reduction; Technology) Cooperatively structured groups; peer tutoring Groups choose rights movements for Mini Project and become experts Group members each research a different resource or database Students fulfill various roles: typists, readers, artists, speakers Teacher uses "call and response" discussions; humor; motivating talks Consultant teacher co-teaches: works with individuals and groups in classroom and computer lab Democratic discussions on issues of prejudice			
4. Activity #2 – Methods of Protest with definitions and examples	Gullermo – Latino male, age 16, recent immigrant to U.S. from Mexico, intermediate ESL student, limited proficiency in English language, entitled to adaptive testing				
5. Activity #3 – Political Philosophies: Continuum from conservative to radical with definitions and examples	Britney – White female, age 16; upper-middle class, advanced ability level/gifted, active learner, requires extra/alternative assignments to maintain interest	Product: (Knowledge Construction; Content Integration; Technology) Study guide is produced by the class collectively Activity structure varies by using different graphic organizers (e.g., timeline, chart, continuum) Variety of options encouraged for each of the 4 activities: written, illustrated, performed and/or oral Thematic essay test provides practice for state high stakes testing Independent study projects for advanced learners – Buelt Bucks "Do-Now" at beginning of class relates to current issues			
6. Activity #4 – Government intervention through laws, litigation and actions with key terms and examples	Whole Class Characteristics: (Consider: Readiness; Affect/Social Skills; Learning Profile; Interests; Gender; Race/Ethnicity; Socioeconomic Status; Sexual Orientation; Culture; Language; Religion; Exceptionality) Class is dynamic and lively learning environment. Diversity of socioeconomic status from low to upper-middle class. Student interests include sports, rap music and drawing. Thirty percent receive special education services. Includes variety of religious groups and political viewpoints, from conservative to liberal.				
7. Unit review for thematic essay test		Learning Environment: (Empowering School Culture; Technology) Computer lab available for research; Classroom walls display posters, drawing, writings created by the students; School Groups: Diversity Club; Gay, Lesbian, Bisexual and Transgendered Students; Active and successful recruitment of school board, administrators, teachers and staff of color			
Buelt (2004).					

progress. Both teachers provided mini-lessons on research techniques when needed.

The variety of "Products," or authentic assessments, which the teachers created, gave students several opportunities to demonstrate their learning using a variety of formats. Worksheets were designed with graphic organizers that helped students structure their thinking and more easily communicate their ideas. Furthermore, they encouraged advanced learners to work on independent learning projects or enrichment activities of their choosing. Successfully completed independent projects were awarded "Bueti Bucks" which added points to a student's grade. All students were directed to keep track of their points on the Course Organizer.

Mr. Bueti and Ms. Mayone recognized that differentiation of instruction and infusion of the principles of multicultural education must extend beyond the classroom to be fully actualized. Under "Learning Environment" they identified ways in which the content and products of the unit could be highlighted in their room, but also reinforced outside. They regularly posted the work of all students, not just those who did the "best" work. They also drew attention to school groups or policies that were relevant to the unit questions, such as the recent formation of a club for students who are gay, lesbian, bisexual, and transgendered or the recruitment of teachers of color into the district.

Finally, the teachers completed section 9 of the Unit Planner by linking the strategies in section 8 back to the Unit Schedule. Some strategies were specific to a particular activity, such as having a former Black Panther and school board member speak to the class when they were discussing political philosophies in Activity #3. Other strategies were used for many or all lessons. For example, both teachers recognized that the students came from cultural backgrounds in which a highly interactive and humorous conversational format is preferable, so they took turns directing the lesson and conducted discussions more often than lectures.

Mr. Bueti and Ms. Mayone were surprised and pleased that the Unit Planner allowed them to efficiently plan for an entire unit of study on one page in a structured and interrelated format. They were able to jointly determine essential questions and concepts that directly relate to a coordinated series of lessons. They also found it to be a helpful planning tool for designing differentiated, culturally responsive instructional units because it placed the characteristics of individual students at the center of their planning. They realized that the next unit would be easier to design once they established the potential barriers to learning that representative students encounter. Furthermore, they agreed that the unit planner is an easy to use tool for collaborative planning and implementation for individuals who are working together in an inclusive classroom because it prompts consideration of the principles of differentiated instruction, UDL and multicultural education in a holistic format.

References

- Banks, J. A. (2002). *An introduction to multicultural education*. Boston, MA: Allyn & Bacon.
- Boykin, A. W., & Bailey, C. T. (2000). *The role of cultural factors in school relevant cognitive functioning: Synthesis of findings on cultural contexts, cultural orientations, and individual differences*. (Report No. 42). Baltimore, MD: Center for Research on Education of Students Placed at Risk. (ERIC Document Reproduction Service No. ED 441 880).
- Bueti, C. (2004). *Civil Rights Movement unit planner*. Unpublished manuscript.
- Donovan, S., & Cross, C. (Eds.). (2002). *Minority students in special and gifted education*. Washington, DC: National Academy Press.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research and practice*. NY: Teachers College Press.
- Gay, G. (2004). The importance of multicultural education. *Educational Leadership*, 61(4), 30-35.
- Hall, T., Strangman, N., & Meyer, A. (2003). *Differentiated instruction and implications for UDL implementation*. Retrieved June 30, 2004, from www.cast.org/ncac_downloads/DI-UDL.doc.
- Lenz, B. K., & Deshler, D. D. (2004). *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools*. Boston: Allyn & Bacon.
- Moses, R. P., & Cobb, C. E., Jr. (2001). *Radical equations: Math literacy and civil rights*. Boston: Beacon Press.
- Polite, L., & Saenger, E. B. (2003). A pernicious silence: Confronting race in the elementary classroom. *Phi Delta Kappan*, 85(4), 274-278.
- Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal Design for Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Salend, S. J. (2005). *Creating inclusive classrooms: Effective and reflective practices for all students* (5th ed.). Upper Saddle River, NJ: Pearson.
- Schniedewind, N., & Davidson, E. (1998). *Open minds to equality: A sourcebook of learning activities to affirm diversity and promote equity* (2nd ed.). Boston: Allyn & Bacon.
- Stodden, R. A., Galloway, L. M., & Stodden, N. J. (2003). Secondary school curricula issues: Impact on postsecondary students with disabilities. *Exceptional Children*, 70, 9-25.
- Taylor, L. S., & Whittaker, C. R. (2003). *Bridging multiple worlds: Case studies of diverse educational communities*. Boston, MA: Allyn & Bacon.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A., & Eidson, C. C. (2003). *Differentiation in practice: A resource guide for differentiating curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Zmuda, A., & Tomaino, M. (2001). *The competent classroom: Aligning high school curriculum, standards, and assessment: A creative teaching guide*. New York, NY: Teachers College Press.
- Delinda van Garderen** (CEC NY Federation), Assistant Professor; and **Catharine Whittaker** (CEC NY Federation), Professor, Educational Studies, State University of New York at New Paltz.

Address correspondence to Delinda van Garderen, SUNY at New Paltz, Educational Studies, OMB 112, 75 S. Manheim Blvd., New Paltz, NY 12528 (e-mail: vanguardd@newpaltz.edu).

This article was supported in part by a grant from the Task Force on Quality Inclusive Schooling from the New York Higher Education Support Center for Systems Change.

TEACHING Exceptional Children, Vol. 38, No. 3, pp. 12-20.

Copyright 2006 CEC.