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**Integrating universal design and response to intervention in methods courses for general education mathematics teachers.**

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Summary: Traditionally, teacher education programs have placed little emphasis on preparing mathematics teachers to work with students who struggle in mathematics. Therefore, it is crucial that mathematics teacher educators explicitly prepare prospective teachers to instruct students who struggle with mathematics by providing strategies and practices that specifically address their needs. In this study, we describe the principles of universal design for learning and response to intervention. More specifically, we discuss how one mathematics teacher educator uses these frameworks in her mathematics methods course to help prospective teachers become cognizant of early interventions and effective strategies that can be implemented to provide all students with the greatest opportunity to learn.

*Classification:* D70 D40 C90 B50

*Keywords:* teaching; preschool teacher education; learning problems; equity; curriculum analysis; lesson planning; implementing instructional strategies; universal design for learning; multiple modes of representation; multiple forms of engagement; multiple means of expression; response to intervention; three-tiered model

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