

Stanford University  
Graduate School of Education

Course Syllabus  
EDUC 285:Child Development, Learning Differences & Instructional Practices  
2025 – 2026 Academic Year  
Summer, Fall, Winter Spring Quarters

**(Note: Syllabus and Canvas page will be updated quarterly all topics for each quarter are outlined below)**

### Instructors

Lakshmi Balasubramanian, Ph.D. | [blakshmi@stanford.edu](mailto:blakshmi@stanford.edu) | 510.304.0815  
Maritza Dortrait, Ed.D | [mdortrai@stanford.edu](mailto:mdortrai@stanford.edu) | 201-921-5472  
Nicole Henderson, M.A. SpEd | [nhenderson@stanford.edu](mailto:nhenderson@stanford.edu) | 510.359.9913  
Chris Lemons, Ph.D. | [chris.lemons@stanford.edu](mailto:chris.lemons@stanford.edu) | 650.725.2276  
Renee Starowicz, Ph.D. | [starowi@stanford.edu](mailto:starowi@stanford.edu) | 315.345.2723

**Office Hours:** Immediately following class and by appointment.  
450 Jane Stanford Way | Wallenberg Hall, Room 431 or CERAS

### Class Schedule

Class Location (Summer): Ellis Elementary School, 550 East Olive Ave, Sunnyvale CA 94086  
**(Room B114)**  
Class Location (Pre Fall, Winter, Spring): CERAS, Stanford University

### General Description

Comprehensive Course Goal Statement:

This course prepares future educators to build inclusive, equitable, and culturally sustaining classroom communities by deepening their understanding of child development, educational psychology, and the special education service delivery model. Through critical engagement with theory, research, and applied strategies—including co-teaching, collaboration, and evidence-based supports—candidates will learn to plan and deliver instruction that honors neurodiversity, supports all learners, and fosters strong learning communities with students, families, and colleagues.

Course Learning Goals:

1. Expose students to Special Education Frameworks/ Understand Evidence Based Practices (EBP's)
2. Collaboration, Co-teaching, Family Partnerships
3. Practical Differentiation, Accommodations/ Modifications across content RTI/MTSS
4. Examine concepts of normative development and intelligence and reflect on neurodivergence and learning differences

## Required Text

[Council for Exceptional Children \(2025\). High Leverage Practices Book.](https://ceedar.education.ufl.edu/wp-content/uploads/2024/03/High-Leverage-Practices-for-Students-with-Disabilities-updated.pdf)  
<<https://ceedar.education.ufl.edu/wp-content/uploads/2024/03/High-Leverage-Practices-for-Students-with-Disabilities-updated.pdf>>

[Disability Rights California \(2022\) Special Education Rights and Responsibilities Manual.](https://serr.disabilityrightsca.org/)  
<<https://serr.disabilityrightsca.org/>>

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic Engagement*

Lansford, J. E., French, D.C., & Gauvin, M. (2021). Child and adolescent development in a cultural context. American Psychological Association: Washington, D.C.

## Additional Readings and Resources

Posted on Canvas

## Students with Documented Disabilities

Students who may need academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://studentaffairs.stanford.edu/oae>)

## Assignments and Grading

Assignments, due dates, and contribution to final course grade are below. Late assignments must be due to a valid reason and the arrangement for completion must be made with an instructor in advance of the original due date. Late assignment grades will be deducted 10% without advance approval of an instructor. Active class participation is key in this class and will account for a portion of the final grade. Students are expected to attend all class meetings. Additional detail on assignments will be provided in class.

<u>Assignment</u>	<u>Due Date</u>	<u>Percentage of Final Grade</u>
Participation	On-going	5%
Initial Reflection	Summer Class 3 7/10	5%
Adapt Lesson 1	Summer in Class 4 7/14 Final submission 7/18	15%
Family Partnerships Activity	Pre-Fall Class 9 9/9	20%
Adapt Lesson 2	Pre-Fall in Class 9 9/9 Final submission 9/19	15%
IEP Activity	Winter Quarter (TBD)	20%

Adapt Lesson 3	Spring Quarter (TBD)	15%
Final Reflection	Spring Quarter (TBD)	5%

### Course Procedures

This course will be taught across the academic year with sessions held in Summer, Pre-Fall Winter, and Spring quarters. There will be an in-person learning component in which we will discuss and actively engage with the materials assigned. Some asynchronous learning activities (readings, short videos, and tasks) need to be completed in preparation for the in-person meeting. The goal is to have dynamic meetings where we actively work with the materials through exercises and discussion. It is therefore key that students prepare the readings before class and attend every class meeting. Contact an instructor *prior to class* if you cannot attend or will be late. If you are absent, you are responsible for collecting in-class assignment materials for the day you missed. In addition, you will need to contact an instructor for further directions on meeting course requirements for material missed.

### The STRIP

This formative assessment allows us to collect information from you at the end of each class period regarding your understanding of covered content and your enjoyment of class. After each class, you will complete a quick survey to indicate your understanding and enjoyment of the class session, on a scale between 1 (low) and 5 (high). Additionally, we encourage you to provide anonymous feedback. We will calculate averages for each class and share this with you.

### Schedule of Topics

Class #	Date, Time, Location	Objective(s)	Topics	Readings
<b>Summer Quarter</b>				
Class 1	6/30 1:30-4:30 pm @ Ellis	<b>SWBAT:</b> consider conceptual frameworks of child development in a cultural context and understand the value of practical application to teaching. <b>SWBAT:</b> Understand inclusive education by exploring the core components of	Overview Intro to SpEd-Legal Underpinnings./ Theories of Development culture and Development	Baglieri & Lalvani -Undoing Ableism Including Samuel trailer  Hammond, Z. (2014). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Chapter. 2  <b>Supplemental</b>  Darling-Hammond, L.,

		special education, its legal underpinnings and the range of services available—while reflecting on your role as educators to establish inclusive learning spaces for ALL.		Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. Applied developmental science, 24(2), 97-140 *pp. 97-102 & pp. 106-115
Class 2	7/7 1:30-4:30 pm @ Ellis	<b>SWBAT:</b> explore and describe a sociocultural approach to learning.  SWBAT Consider learner variability and the intersectional identities of our students.	Theories of Development/ Intersectionality Cultural considerations Interrogating the Myth of Average	Todd Rose Myth of Average Video  Annamma, S, (2013) The Pedagogy of Pathologization- <b>Intro</b>
Class 3	7/10 1:30-4:30 pm @ Ellis	<b>SWBAT:</b> discuss and interrogate theories on “Intelligence” and the ethical considerations for developing equitable and just pedagogy.	Theories of Dev Schema ZPD UDL Differentiation	UDL Video  Lansford, J. E., French, D.C., & Gauvin, M. (2021). Chapter 3, pp.61-72
Class 4	7/14 1:30-4:30 pm @ Ellis	<b>SWBAT:</b> discuss and interrogate theories on “Intelligence” and the ethical considerations for developing equitable and just pedagogy	Theories of Dev. Memory/Intelligence (cognitive load/working memory)  ADAPT Framework	Michael J. Kennedy , University of Virginia, and John Elwood Romig,(2024)Cognitive Load Theory An Applied Reintroduction for Special and General Educators  Bryant Chapter 2 (p. 32-36)  <a href="#">HLP Ch 9 (p. 109-113)</a>
Class 5	7/17 1:30-4:30 pm @	<b>SWBAT:</b> Explore the RTI/MTSS framework,includi	SEL Emotional Regulation Co-Regulation RTI/MTSS	Bryant Chapter 2 (p. 37-41)  <a href="#">HLP Ch 6 (p 61-65)</a>

	Ellis	ng essential components of RTI and PBIS, and the importance of academic differentiation and social-emotional learning. SWBAT consider the role of educators in designing effective strategies for access and meaningful interaction.	Progress Monitoring	Guide to Imp Cal MTSS (p. 18-47) <a href="https://ocde.us/MTSS">https://ocde.us/MTSS</a>
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**Pre-Fall Quarter**

Class 6	8/12 11:30-2:30 @ CERAS	SEL/PBIS Trauma Informed Practices Cultural Considerations Toxic Stress/Importance of Buffering Relationships
Class7	8/19 11:30-2:30 @ CERAS	Intro to IEP Process (technical) ID Process Diagnostic Cat Assessment  Lang Dev/ Cog Dev/ Theories of Intelligence
Class 8	9/2 11:30-2:30 @ CERAS	Lang and Cog Dev Theories of Intelligence Cognitive Load in Instructional Design  Gradual Release & UDL
Class 9	9/9 11:30-2:30 @ CERAS	Family/Prof Collaboration & Parent Panel Compliance
Class 10	9/16 11:30-2:30 @ CERAS	Accommodations Modifications UDL Gen. Ed Teacher Role in the Process



**Winter Quarter**

Class 11	TBD	Culture and Academic Achievement- Theories of Motivation High Leverage Practices to impact student motivation.
Class 12	TBD	Reading/ Writing/ Language Development Pragmatics

Class 13	TBD	Math Content Area PBL Cooperative Learning Social Learning Theory
Class 14	TBD	Disproportionality- School to Prison Pipeline Behavior Referrals Manifestation Determination
Class 15	TBD	Tech Integration/ Assistive Technology
<b>Spring Quarter</b>		
Class 16	TBD	Session 16 Responsive Flex Session/Workshops
Class 17	TBD	Session 17 Responsive Flex Session/Workshops
Class 18	TBD	Co-Teaching/ Collaboration
Class 19	TBD	Working with Paras and Educator Panel
Class 20	TBD	Advocacy Students/ Teachers Transition Planning