Instructors
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Course Information
Credits: 1-3 Units
Class Meetings: Mondays 3:00 - 5:50 pm
Classroom: CERAS 300
Instructor office hours by appointment

Course Description
According to the National Center for Education Statistics (2016), approximately 13% of US public school students participate in federally supported special education programs and are identified as having specialized instructional needs. As called for under IDEA, many of these students are educated in general education classes and, therefore, general education teachers play a big role in supporting these students as well as the variety of learners who fill their classroom seats.

This course will focus on developing the foundational knowledge, skills, and strategies for teaching students with special needs. We will explore special education history and laws, theoretical concepts, as well as instructional practices that facilitate the integration and support of students with special needs in the general education classroom. This course focuses on the inclusion of students with high-incidence disabilities, with the understanding that an inclusive framework can be applied to support students with other disabilities and a variety of learning needs.

Throughout the course we apply a critical approach to disability and special education. We will explore how other social identities and (in)equality impacts culturally and linguistically diverse special education students.

Course Objectives
- Apply a critical lens to the special education system and take a asset-based approach to learning variation.
- Summarize essential components of special education law and describe the general education teacher’s role under the law.
- Demonstrate knowledge of inclusion, inclusive practices, and begin to envision an inclusive classroom.
- Recognize principles of universal design and differentiated instruction; and, describe the role they play in designing an inclusive classroom.
- Identify learning processes that may impact a child’s experience in an inclusive classroom.
- Design individualized approaches and practices to support individual students with special learning needs.

Readings
Course readings will be posted to Canvas. See below for the specific reading assignments for each class session. You are expected to have the reading for the session completed by class time.
Assignments
You will complete six assignments (additional details to come):

1. Special Education Process Review, due March 11
2. IEP/SST Meeting Reflection
   a. Schedule Meeting Day/Time, submit to Canvas on or before March 11th
   b. Meeting Reflection, due on or before April 29
3. A Careful Look at One Student, due April 1
4. Planning an Inclusive Lesson, due April 22
5. Designing an Inclusive Classroom, due May 6
6. Final Reflection Assignment, due May 20

Grading
We expect that all students will meet the high course expectations and earn an A in this course. This means that we expect you to be present, deeply engaged with the readings and other course content, thoughtfully complete assignments and communicate with us if you need accommodations. We will use a rubric and written feedback on your assignments; the feedback is intended to engage you in a conversation about your work and guide you to continual learning and improvement of your practice. If we feel an assignment would benefit from revision to meet the course objectives, you will be offered an opportunity to rewrite, revise, or submit an addendum to what you have turned in. Course grades, other than an A, will be earned by students who do not demonstrate mastery of the course objectives and/or meet the course expectations.

Please note, if you are granted an extension on an assignment, such that it must be submitted after the established deadline, you may have to forfeit your entitlement to timely feedback on that assignment.

Students with Documented Disabilities
Students who may need an 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 being 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/oaep).

Honor Code
All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide. http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm
| Course Calendar |
|-----------------|-----------------|
| Session 1: February 25 | **Readings:**  |
• Blanchett, Klinger & Harry (2009) *The intersection of race, culture, language and disability*  
• *Changing the Discourse in Schools* handout |
|  | **What is disability and special education? What is the relevant historical and legal foundation for our work as general education teachers? And, what does it mean to apply a critical, asset-based lens to special education and special needs students?**  |
| Session 2: March 4 | **Readings:**  |
• Additional Handouts & Resources |
|  | **How are students with learning differences identified understood & supported in schools? What is inclusion and what does it mean to have a commitment to ALL students?**  |
| Session 3: March 11 | **Readings:**  |
• Additional Handouts & Resources |
|  | **A general education teacher, what is my role in supporting students with learning plans?**  |
| Assignment #1 Due - Special Education Process Review | Assignment #2a Due-IEP/SST Meeting Scheduled |
| Assignment #3 Due- A Careful Look at One Student |  |
| Session 4: April 1 | **Readings:**  |
• Additional readings related to your focal student |
|  | **What is neurodiversity and how do I apply this lens to my teaching?**  |
| Session 5: April 8 | **Readings:**  |
• Additional Handouts & Resources |
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| Assignment #3 Due- A Careful Look at One Student |  |</p>
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<th>Session 6: April 15</th>
<th>Readings:</th>
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| **Topic:** Universal Design Learning & Differentiated Instruction  
*What is Universal Design for Learning and how do UDL, Differentiated Instruction and culturally responsive pedagogy support inclusive lesson planning and optimal classroom environments for diverse learners?*  |
| **Readings:**  
- [About UDL Video & UDL Guidelines in CAST Website](#)  

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<th>Session 7: April 22</th>
<th>Readings:</th>
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| **Topic:** Universal Design Learning & Differentiated Instruction  
*What is Universal Design for Learning and how do UDL, Differentiated Instruction and culturally responsive pedagogy support inclusive lesson planning and optimal classroom environments for diverse learners?*  |
| **Readings:**  

**Assignment #4 Due - Planning an Inclusive Lesson**

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<th>Session 8: April 29</th>
<th>Readings:</th>
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| **Topic:** Assistive Technology & NEST Essentials  
*What tools and strategies are available to design an inclusive classroom?*  |
| **Readings:**  
- NEST Essentials  
- Technology Prep  |

**Assignment #2b Due: IEP/SST Meeting Reflection Complete Draft**

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<th>Session 9: May 6</th>
<th>Assignment #5 Due - Designing an Inclusive Classroom</th>
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| **Topic:** Final Assignment Draft Workshop; Collaboration, Partnerships & Advocacy  
*[Panel Discussion]*  |

*Final Reflection Assignment Due May 20th by Midnight*