Instructor

Chris Lemons, Ph.D.
485 Lasuen Mall | EDUC 319
Phone: 615.322.8728
Email: chris.lemons@stanford.edu
Office Hours: By appointment.

Class Schedule and Canvas Link

Meeting Schedule:

Classes meet 3:00pm-4:45pm
Thursdays, April 1-29th.

Canvas Link: https://canvas.stanford.edu/courses/126787

General Description

The purposes of this course are to increase STEP candidates’ knowledge related to (a) evidence-based practices for providing high-quality, inclusive instruction for students with disabilities, and (b) successfully co-teaching and collaborating with special education teachers.

(Note, for 2020-2021, this course will be taught across the academic year. Additional information for later quarters will be provided at the beginning of each quarter.)

Required Text

Bryant, D.P., Bryant, B.R., & Smith, D.D. (2020). Teaching Students with Special Needs in Inclusive Classrooms (2nd ed.). Sage Publications, Inc. [Purchase Interactive eTextbook here.] Please select the ‘LIFETIME’ option because we will be using the book through the end of the spring quarter.

Note. I encourage you to purchase the interactive eTextbook (eText ISBN: 9781544365008, 1544365004) as it includes many high-quality videos we will watch across the academic year. Additionally, the eTextbook allows you to have the text read aloud, and it includes features such as highlighting, annotation, etc. If you prefer a
paper version of the text, I encourage you to purchase the bundled option (ISBN: 9781544378237) which provides eTextbook access plus a paper copy of the text. [You can purchase the bundle here.]

Additional Readings and Resources

These will be 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)

Grading

For the spring quarter you will complete any remaining assignments from prior quarters. The final grade for this course will be assigned at the end of this spring 2021 quarter. Late assignments must be communicated in advance and require a valid reason. Active class participation is key in this class and will account for 10% of the final grade. Students are expected to attend all class meetings. A student who misses more than 30% of the class meetings will not receive credit for the course.

Course Procedures

This five-session course extends on the ground work started in prior quarters. There will be a synchronous learning component via Zoom 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 next Zoom meeting. The goal is to have dynamic online 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 me 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 the instructor for further directions on meeting course requirements for material missed.

Course Requirements

For the spring quarter, your assignments will be to complete any outstanding assignments (i.e., lesson plans, interviews) from prior quarters. Additionally, you will prepare a brief (<5 minutes) ‘celebration’ presentation in which you’ll highlight successes you’ve had with students with or at-risk for disability in your student teaching and practicum experiences. These presentations will be shared in our final class. You will also be asked to submit one 2-page reflection on what you’ve learned in this class and how it will impact your future teaching. Additional detail on the assignments will be provided.
The STRIP

This formative assessment allows me 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, I encourage you to provide anonymous feedback. I will calculate averages for each class and share this with you.

Schedule of Topics

Spring

Class 16: Thurs, April 1

- No synchronous class. We will devote class time to meeting individually with you to review your lesson plans and providing input and support. This will run very much like office hours during our scheduled class time. If you’d like an office hour appointment outside of this time, let us know.

Class 17: Thurs, April 8

- Topic: Deeper Dive into RTI
- Guest speakers focused on RTI research and RTI practical implementation in schools.
- Readings: Lane et al. – 2 articles on their comprehensive RTI model.

Class 18: Thurs, April 15

- Topic: Assessment and Data-Based Decision Making
- Readings:
  - Textbook Chapter 9
  - Lemons DBI

Class 19: Thurs, April 22

- Topic: Co-Teaching and Advocacy
- Readings:
  - Scruggs. Making Inclusion work with Co-Teaching.
  - One of four advocacy articles (Cornelius, Fisher, Murawski, or Sears) for Jigsaw. See Session Overview.

Class 20: Thurs, April 29th

- Topic: Celebrations!
- Activity: Sharing of your celebration stories from the past year!