Instructors
Shayna Sullivan, PhD (shaynas@stanford.edu)
Zoe Bartholomew, EdD (zoee@zmbconsulting.com)
Elena Darling-Hammond (elena.darling.hammond@gmail.com)
Troya L Ellis, EdD (troya.l.ellis@gmail.com)
Christopher Cormier, PhD (cormierc@stanford.edu)
Daniel Pimentel (dpimente@stanford.edu)

Course Information
Credits: 1-3 Units
Class Meetings: Thursdays 3:00 - 5:50 pm
Mondays 3:00 - 5:50 pm
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 an 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 CRITICAL EXPERIENCES/assignments (additional details to come):

1. Critical Experience #1: A Careful Look at One Student, **due November 7**
2. Critical Experience #2: Classroom Design, **due November 21**
3. Critical Experience #3: Special Education Process Review, **due January 6**
4. Critical Experience #4: IEP/SST Meeting Observation
   a. Schedule Meeting Day/Time, **submit to Canvas on or before November 14**
   b. Meeting Reflection, **due on or before January 13**
5. Critical Experience #5: Inclusive Lesson Plan, **due February 3**
6. Final Assignment: **due February 14**

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/oae](http://studentaffairs.stanford.edu/oae)).

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](http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm)
<table>
<thead>
<tr>
<th>Session 1: October 24</th>
<th>Readings:</th>
</tr>
</thead>
</table>

**Who gets to be “good” at school? Ability, disability, and the importance of educational context in ideas we have about learning.**

<table>
<thead>
<tr>
<th>Session 2: October 31</th>
<th>Readings:</th>
</tr>
</thead>
</table>

**What is neurodiversity and what does it mean to normalize learning variation in the perception of K-12 students?**

<table>
<thead>
<tr>
<th>Session 3: November 7</th>
<th>Readings &amp; Videos:</th>
</tr>
</thead>
</table>
| Topic: Universal Design for Learning Part 1 | • About UDL Video & UDL Guidelines in CAST Website  
• UDL & the Learning Brain |

**What is UDL and how do teachers design classroom environments that engage, support, challenge and welcome all students to the learning community?**

<table>
<thead>
<tr>
<th>Session 4: November 14</th>
<th>Readings:</th>
</tr>
</thead>
</table>
• NEST: https://research.steinhardt.nyu.edu/asdnest/ |

**In what ways is CRT critical in strengthening the work of UDL and the inclusion of all students?**

<table>
<thead>
<tr>
<th>Session 5: November 21</th>
<th>Readings:</th>
</tr>
</thead>
</table>
• Blanchett, Klinger & Harry (2009) The intersection of race, culture, language and disability |

**What is differentiation? And, how do high-leverage practices support student learning and inclusion?**

**Critical Experience #1: A Careful Look at One Student**

**Critical Experience #2: Classroom Design**
### Session 6: January 6
**Topic: Special Education Landscape**

*What is the historical and legal context that frames the processes for special education in K12 schools? How does the history of SPED connect to ideas about dis/ability?*

**Readings:**

**Optional:**

**Critical Experience #3:** Special Education Process Review

### Session 7: January 13
**Topic: Role of General Education Teachers Part 1**

*What is my role, as a general education teacher, in meeting the learning needs of identified (and non-identified) K12 students?*

**Readings:**

**Critical Experience #4:** IEP/SST Meeting Observation

### Session 8: January 27
**Topic: Role of the General Education Teachers Part 2**

*What is my role, as a general education teacher, in meeting the learning needs of identified (and non-identified) K12 students?*

**Readings:**
|---|---|
| **Session 9: February 3**  
**Topic: Voices & Experiences**  
What are the lived experiences of those who have had to navigate the current K12 system to support their success as a student (or loved one) with an identified or unidentified learning need?  
What can general education teachers do to be a dis/ability advocate or an ally? | **Readings:**  

**Critical Experience #5: Inclusive Lesson Plan**

*Final Assignment Due by Midnight on Friday, February 14th*