

EDUC 285. Boundary Crossing at Work: Designing for Learning with Differences in Mind

| The Basics | |
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| Meeting Place: CERAS 300, 302, & 308 | We start at 4 and end at 7 pm. We will stay after to talk individually or in small groups. |
| Summer: August 15; 16; 17 Fall: September 26; October 31 Winter: Feb. 13; March 6 & 13 Spring: April 10; May 1 | Check in with one of us when you need to touch base. Email is great – we can schedule times to talk in CERAS or on Zoom. |
| Canvas Course: We use Canvas for agendas, readings, email, assignments, and grading. Be sure that you log into our course site: | https://canvas.stanford.edu/courses/143780 |
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| Credits: 3 | |

Course Description

This course focuses on building the foundations that educators need to draw on to help students with learning differences learn, grow, and become part of communities of practice that ground learning in cultural/historical experiences and expressions. We learn to support the challenges that come from shifting and changing mental models, expressions of knowledge, and the inquiry needed to make design shifts to support our students' thinking and practice. In this course, we explore the needs and opportunities that learners with dis/abilities create for the design and support of learning in the content areas. We focus on lesson designs to support diverse learning needs, organizational strategies to optimize learning, and adaptations that address teaching and assess learning outcomes. The course includes an introduction to the legal requirements of special education, testing procedures, the use of Individualized Education Plans (IEP), and team processes to access support and service systems within schools and districts. But these are not the core content.

This course underscores the importance of equity in education, the notion that each of us is responsible for the learning of each and every student. To do this work requires that we see, acknowledge, and engage our students in learning, working with them where they are, and helping them to grow. To do this requires deconstructing the systems that surround the work of teachers and students to understand the institutional structures, acknowledge its fractures, and work to create the educational opportunities that educators and students need to achieve emancipatory educations that allow us to soar as learners and leaders.

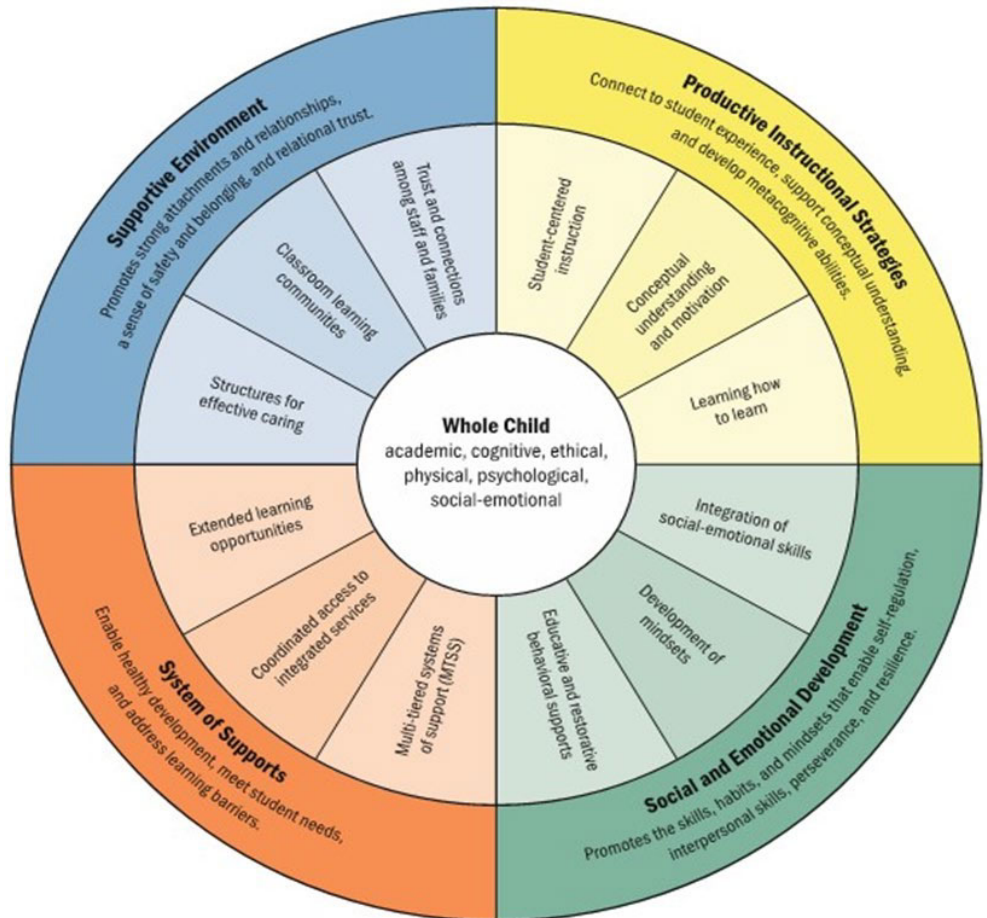
We learn together as we want our students to learn. We accept the challenges of becoming more skilled in how and what we know. We acknowledge the different histories, oppressions,

and opportunities that we have had and come prepared each week to engage in readings, discussions, and demonstrations.

During the course, you will follow two learners in your school who pose learning puzzles to understand those learners' strengths and learning needs, and, where relevant, types of services prescribed in the IEP and offered to the student by the school. You will also design a UDL lesson or small unit that differentiates instruction using high-leverage practices.

Course Objectives

The course objectives are connected to the whole child wheel to emphasize that our work as educators is to begin with our designs for learning with the whole child in mind. Notice how the objectives map onto the Whole Child wheel by color.



1. Understand how individual patterns of learning and development – including cognitive, social, emotional, linguistic, and physical capacities - vary among learners in the same classroom.

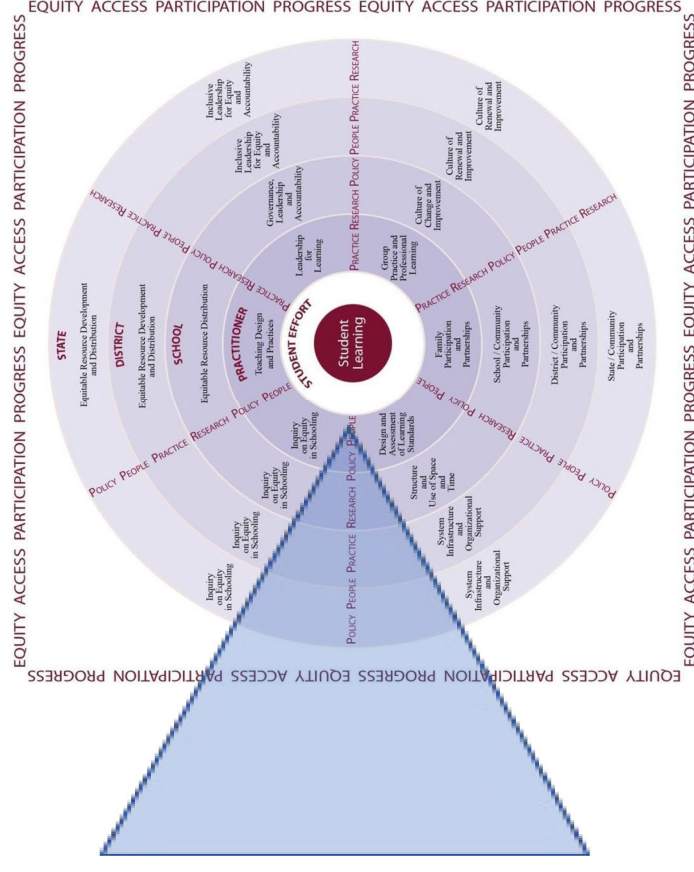
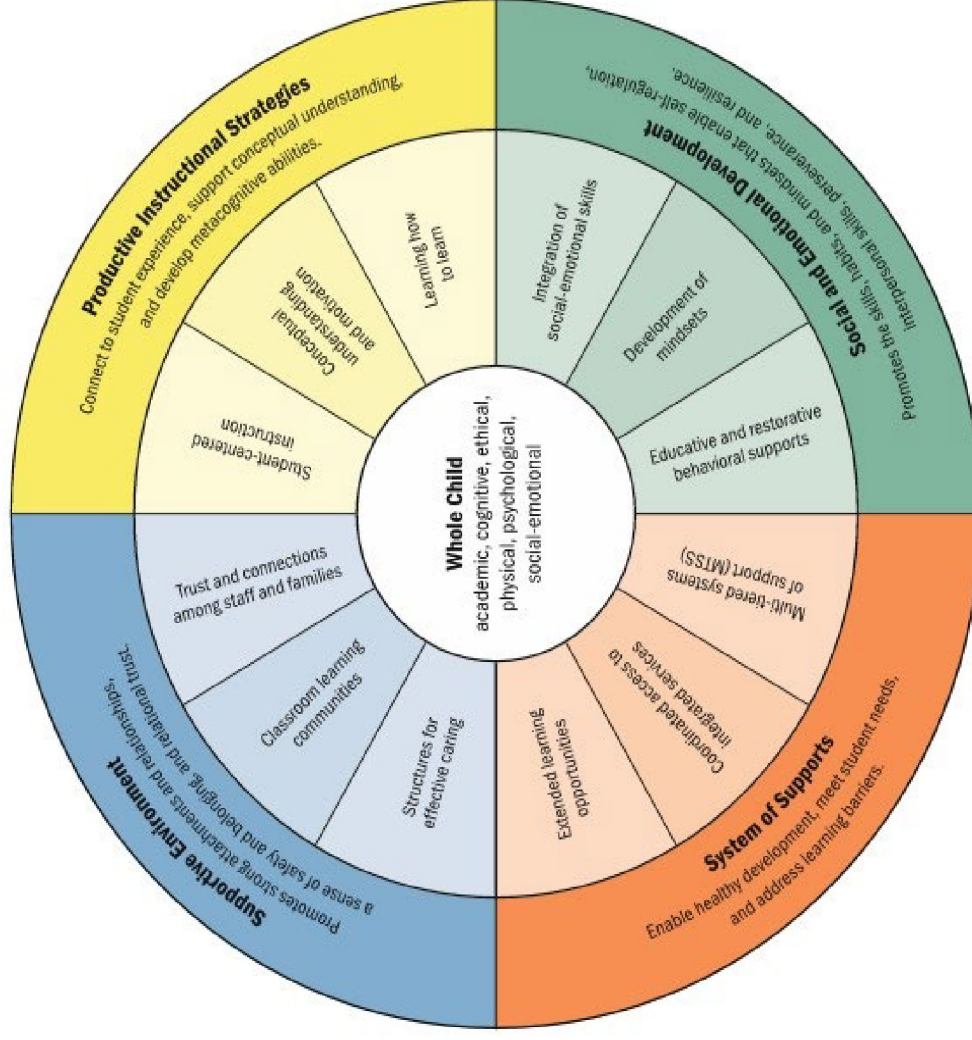
2. Be able to observe and understand your students' responses to learning demands based on knowledge about neurodiversity, language, social/emotional capacities, and sensory and physical capacities.

3. Design and implement lessons that flex to your students' zones of proximal development by drawing on their strengths, adapting content and analytic processes, and co-constructing learning goals that meet your learners' goals.

4. Assume competence and capacity on the part of all learners and tune your lessons towards all your students' capacities.

5. Use an array of high and low technologies to support learning development and mastery.

6. Lead your students to value themselves and one another.



Notice that the child wheel is nested within a number of systems that interact with one another. Each system also has its own cultures, languages, idioms, rules of engagement and determinations of competence. Often, triggers for changing practice lie within realms outside of the classroom. Teachers practice across these boundaries. We hope you will begin to engage in boundary crossing activities to help shape the future of education in your school, system, and state.

From Darling-Hammond et al., [Educating the Whole Child](#); Kozleski, E. B. (2018). System-wide leadership for culturally responsive education.

Learning in the present moment

As you know, we are engaging in this course during extraordinary times. We are working with the repercussions of a global pandemic, a national reckoning with racial injustice, and an economic crisis that have all had dramatic impacts on our lives and society. These circumstances require adaptability, understanding, and support from all of us. Please reach out to the course instructors via email or office hours if you need to request accommodations and we will do our best to work with you.

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. We want to talk about what they mean and how they may shape your ideas and practices in the classroom. Rich conversations depend on your preparation. No right answers – only questions and deep exploration.

This year places a huge workload on you. You are working hard to be the teacher that you want to become, the teacher your students want you to be, and the teacher that your program is preparing you to be. These may not be the same visions. What matters is that you are learning, showing up each day to engage and challenge yourself and each other (including your faculty). While we have limited the texts to one-two articles or chapters per class, none of these texts are easy reading. Both the form and content may be challenging. Spend the time to capture the big ideas and the detail. Find quotes that resonate with you. Bring it on in class – we want to learn with you.

Assignments

Some of these assignments will be completed outside of class time. Others we'll do together in class. See the Course Calendar for due dates and more information.

| Summer - Fall | Winter Quarter | Spring |
|---|--|--|
| <ol style="list-style-type: none">1. My Educational Journey Map (8/22)2. Teacher Interview (10/31/22)3. IEP/SST Meeting Observation & Reflection (12/6/22)4. Student Interview (12/6/22) | <ol style="list-style-type: none">5. Mini Case Studies (1/30/23)6. UDL practices in my classroom (3/13/23)7. Interview two teachers about the Building for Equity School Self-Assessment Tool, focusing on inclusive practices (3/13/23).8. Draft Lesson Plan Designed for Student Variability based on EDTPA (3/13/23) | <ol style="list-style-type: none">9. A polished draft of your EDTPA lesson that includes components of UDL, SEL, and High Leverage Practices (5/1/23). |

Grading

We anticipate that all students will 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 rubrics 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 any 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. Everyone will have the opportunity to receive feedback on the final major assignment (Using High-Leverage Practices in Lesson Planning) so that you can continue to revise and hone it. Please know that if you are granted an extension on an assignment that extends submission beyond the established deadline, our feedback may be delayed.

Students with Learning Differences and/or Documented Dis/abilities

We encourage each of you to share with us any learning supports or needs that you would like us to know about, along with information and tips to help us best meet those needs.

Students who may need academic accommodation based on the impact of a disability 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>).

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>

Accessibility Tips

| Topic | Tips |
|------------------------|--|
| Reading* | Utilize text-to-speech software like those built into Kindle or found online |
| Listening | Return to recorded class discussions so you can review materials |
| Learning Online | Save the course Zoom link in a readily available spot and try to be signed in with your materials ready a few minutes early so that you're prepared for class. Bring water and snacks. |
| Writing | Consider taping yourself talking through ideas and use this recording to help with your writing Ask a classmate or instructor to read your writing out loud so you can hear how it sounds |
| Connecting | Make sure you have the name and phone number of at least 2 classmates so that you can get support on readings and assignments as needed |

Tools for Reading

| Tool | Description and Tips |
|---|---|
| SCRIBE (via Canvas) | Our course readings will be made available in three formats on Canvas: Original PDF, PDF with reading guide, and text-to-speech MP3 recording from SCRIBE. We recommend trying out different ways of reading to see what works best for you |
| <u>Read & White Text-to-Speech software</u> | A reading and writing solution with features including text-to-speech for PDF and Word documents, visual highlighting of spoken text, conversion of scanned documents into text documents, highlight extraction, and more. Stanford has a site license that allows you to try out this tool for free; we recommend trying it to see if it is something that could support your students. |
| Built-in text-to-speech on computers, laptops, tablets | Windows/PC (Narrator): Guides for using Narrator on <u>Windows 10</u> and <u>Windows 7 and 8</u> . <u>This guide</u> includes directions for personalizing the narrator's voice. Mac: Guide for accessing text-to-speech on <u>Mac</u> (select your version on top of page). Directions for selecting and personalizing accessibility features <u>here</u> . |
| <u>Hypothesis</u> | A collaborative annotation tool that enables students to engage visually and socially with texts, teachers, and peers. Features include replying to and sharing annotations, searchable notes, and public and private collaboration. Create a free account to prepare for trying this out together in class. |
| <u>Notability</u> (Apple only) | A note taking app that allows you to combine handwriting, photos, and typing using note-taking and sketching tools. You can mark up photos, annotate documents, and create original notes and content. |

Course Calendar

| Date | Activities | Readings | Assignments |
|--|---|----------|--|
| Class 1. 8.15.22. Exploring Social-Emotional Learning What is Social/Emotional Learning and why is it critical for inclusive, productive learning spaces? How can teachers design culturally sustaining classroom environments that support SEL? | 1. Mapping our identities | | |
| Class 2. 8.17.22. Exploring Learning Differences How are categories of Special Education and learning differences institutionally constructed? As educators who are committed to equitable educational systems for all learners, how do we develop systems that promote an inclusive and transformational educational experience? <i>Follow Up:</i> How can we meet the needs of diverse learners without imposing societal constructs and stereotypes as | 1. Mapping learning differences activities 2. Grounding work (SEL) Inbox, video, case study <ul style="list-style-type: none"> • Historical Timeline Activity Cards • 13 disability categories under IDEA: Understood.org; Center for Parent Information & Resources • ASK Resource Center Six Principles of IDEA • OSEP Fast Facts: Race and Ethnicity of Children with Disabilities Served under IDEA Part B • OSEP Fast Facts: School Aged | • | Identify 2 students (give them pseudonyms) in your placement who are having learning challenges. Let's talk about who you have chosen and why. |

| Date | Activities | Readings | Assignments |
|--|--|--|---|
| related to the 13 disability categories? How do we hold ourselves accountable for knowing and understanding education's historical fabric as we design and develop instruction and as we build affirming relationships with our students? | Children 5-21 Served Under Part B of IDEA OSEP Fast Facts: Part B Personnel | | |
| Class 3. 8.18.22 Getting to Know Your Students | <ul style="list-style-type: none"> • Preparing to Interview • Selection • Consent • Question Guides • Time and Place • Connecting • Creating Safety • Audio taping, notes • Practicing • Organizing to Write | | Prepare your first draft of your interview questions. |
| Class 4. 10.3.22 Putting Students at the Center of our work How do students understand their educational journeys? How do they understand themselves and the unique capacities that | <ul style="list-style-type: none"> • Review Syllabus • Explore Canvas Site • Prepare for interviewing • 2 students at your school • One teacher at your school • Prepare to observe an IEP meeting at your school | Leu (2020), "My Life the Way I See It: Reconstructing Minoritized Youth with Disabilities as Critical Thinkers" Parent Participation in the Initial Placement/IEP Conference Ten Years After Mandated Involvement | |

| Date | Activities | Readings | Assignments |
|-------------------|--|--|-------------|
| | <p>they bring to learning? How does their experience of school frame and situate their experiences and their journeys? How do we push our own individual thinking & each other's thinking about how our identities and experiences influence our work with one another and students?</p> | | |
| Class 5. 10.31.22 | <p>Roles, Responsibilities, and Identities of General Educators</p> <p>What are my responsibilities as an inclusive general education teacher in attending IEPs and implementing student accommodations?</p> | <p>Artiles & Kozleski (2007) Beyond Convictions: Interrogating Culture, History, and Power in Inclusive Education</p> <p>Darling-Hammond, et al., (2020), Implications for educational practice of the science of learning and development</p> <p>Contents of the IEP; Regular educators on the IEP team (Center for Parent Information & Resources)</p> | |

| Date | Activities | Readings | Assignments |
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| Class 6. 2/13/23 | <ul style="list-style-type: none"> Research and present on HLPs The Inbox | <p>Lens of Systemic Oppression CEC & CEEDAR Center (2017), High-leverage Practices in Special Education: Overview, pp. 15-25 Instruction, pp. 72-95</p> <p>Scan the TeachingWorks High-Leverage Practices (geared toward all subject areas, grade levels, and contexts) Choose 1 to learn more about:</p> <ul style="list-style-type: none"> Digital Frayer Models Using Audio Feedback Literacy & Assistive Tech Video Self-Reflection Combining Explicit Instruction & Mastery Practice Content Enhancement | Lesson Plan Designed for Student Variability |
| High Leverage Practices | | | |
| What are common high leverage practices in the special education field? | | | |
| How do high leverage practices support teachers in creating effective inclusion-based classrooms? | | | |
| How do high leverage practices support student learners in accessing classroom materials, activities, and discussions? | | | |

| Date | Activities | Readings | Assignments |
|---|------------|--|--|
| Class 7. 3/6/22 Designing Lessons for the Edges How do we create accessibility for all?? | | Lambert, Imm, et al. (2021), "UDL is the What, Design Thinking is the How:" Designing for Differentiation in Mathematics CEC & CEEDAR Center (2017), High-leverage Practices in Special Education: Collaboration | |
| Class 8. 3/13/23 Inquiry on School Organization How is the school organized? In what ways do the features of IDEA live in your school, and how are they barriers and/or facilitators to your practice in classrooms? Complete Building for Equity School Self-Assessment Tool | | On ... Transformed, Inclusive Schools: A Framework to Guide Fundamental Change in Urban Schools Bal, Thorius, Kozleski (2012), Culturally Responsive Positive Behavioral Support Matters Complete Building for Equity School Self-Assessment Tool | Interview two teachers about the Building for Equity. School Self-Assessment Tool, focusing on inclusive practices. Where do you see evidence of a culturally responsive, student-centered school? Where do you see minimal evidence and areas of concern? |

| Date | Activities | Readings | Assignments |
|---|------------|---|--|
| Class 9. 4/10/23 Tensions: Compliance, Neuroscience, Inclusive Education, SEL | | Kramarczuk, Voulgarides et al. (2021), Unpacking the Logic of Compliance in Special Education: Contextual Influences on Discipline Racial Disparities in Suburban Schools Kearns, et al. (2019) The Neurobiology of Dyslexia | |
| Class 10. 5/1/23 Closing How can we bring together the practices we've learned to inform our inclusive pedagogy? | | Annamma, Connor, & Ferri (2013), Dis/Ability Critical Race Studies (DsiCrit): Theorizing at the intersections of race and dis/ability | What I Used to Think, What I Think Now |