

Stanford Teacher Education Program  
 Stanford University Graduate School of Education  
**Education 285: SUPPORTING STUDENTS WITH SPECIAL NEEDS**  
 SECONDARY SYLLABUS FALL AND WINTER QUARTERS 2020-2021

## Instructors

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Course Information

Credits: 1-3 Units

Class Meetings: CERAS 300

Instructor office hours by appointment

## Course Description

This course focuses on the basic knowledge, skills, dispositions, and strategies for teaching students across the spectrum of learning differences. 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. Be prepared to engage in readings, discussions, and demonstrations. During the fall and winter quarters, you will follow 2 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.

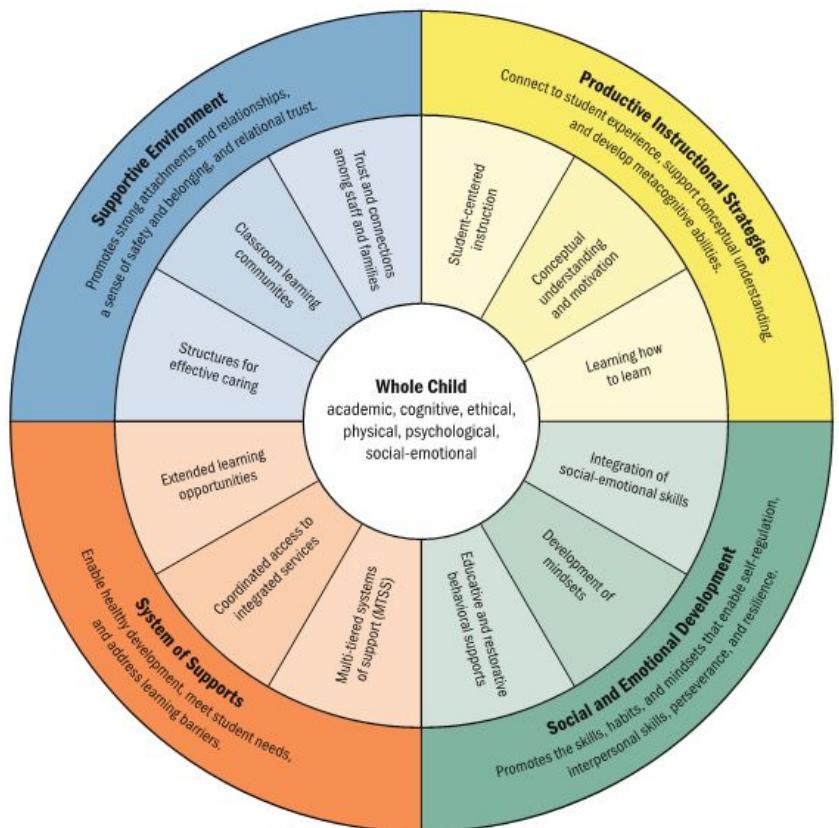
## Course Objectives

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 wheel by color.

1. Understand how individual learner patterns of learning and development -- including cognitive, linguistic, social, emotional, 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 learner neurodiversity, language, social/emotional strengths, and sensory and physical capacities.

3. Be able to design and implement lessons that flex to your students' zones of proximal development and draw on their strengths.



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 learner development and mastery.
6. Lead your students to value themselves and one another through your teaching designs.

From Darling-Hammond et al., [Educating the Whole Child](#).

## 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.

## 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.

Fall Quarter	Winter Quarter
<ol style="list-style-type: none"> <li>1. How Do I Learn?</li> <li>2. Learning Interviews / Observations of students</li> <li>3. Identifying an Assistive Technology Tool</li> <li>4. What UDL features are in my classroom?</li> <li>5. Lesson Plan Designed for Student Variability</li> <li>6. The Learner Toolkit</li> </ol>	<ol style="list-style-type: none"> <li>7. Disability Categories Jigsaw &amp; Resource Curation</li> <li>8. Understanding the Special Education Process at your Placement</li> <li>9. IEP/SST Meeting Observation &amp; Reflection</li> <li>10. Using High Leverage Practices in Lesson Planning</li> <li>11. What I Used to Think, What I Think Now</li> <li>12. The Learner Toolkit</li> </ol>

## Grading

We anticipate 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 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	<ul style="list-style-type: none"> <li>Utilize text-to-speech software like those built into Kindle or found online</li> </ul>
Listening	<ul style="list-style-type: none"> <li>Return to recorded class discussions so you can review materials</li> </ul>
Learning Online	<ul style="list-style-type: none"> <li>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.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Consider taping yourself talking through ideas and use this recording to help with your writing</li> <li>Ask a classmate or instructor to read your writing out loud so you can hear how it sounds</li> </ul>
Connecting	<ul style="list-style-type: none"> <li>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</li> </ul>

## Course Calendar

Date and Time Topic	Readings and/or Videos	Assignments Due
Week 1 10/22/20 Neurodiversity	<p>To be completed before class, unless otherwise noted</p> <p>Readings and Videos:</p> <ul style="list-style-type: none"> <li>Armstrong, Thomas (2017). <i>Neurodiversity: The future of special education</i>. Educational Leadership. Vol 74. No 7, pp. 10-16.</li> </ul>	<p>All assignments are due on the day listed unless specified otherwise.</p> <p><b>Assignment due:</b></p> <ul style="list-style-type: none"> <li><b>Learning Survey</b> - Complete Google Form Survey linked</li> </ul>

<p>What is neurodiversity and what does it mean for learning and teaching?</p>	<ul style="list-style-type: none"> <li>• Review, D. S. (2018, April 27). A disability is a mismatch between a person's abilities and their environment.</li> <li>• Todd Rose: <a href="#">The End of Average [Ted Talk]</a></li> </ul>	<p>in the Week 1 Materials Module</p>
<p>Week 2 10/29/20</p> <p>Neurodiversity and Common Learning Differences</p> <p>How does neurodiversity manifest in common learning differences in the classroom?</p>	<p>Guest: Dr. Giorno-Tempini, UCSF Neurology Clinic</p> <p><b>Student Panel:</b> 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?</p> <p>Readings &amp; Videos:</p> <ul style="list-style-type: none"> <li>• Armstrong, T. <a href="#">First Discover their Strengths</a></li> <li>• Delpit, L. (2001). "Skin-deep" learning. Learning disabilities and life stories, 157-164.</li> <li>• Lavoie, R. (2016) <a href="#">How Difficult Can This Be? The F.A.T. City Workshop</a> <a href="https://www.youtube.com/watch?v=Q3UNdbxk3xs">https://www.youtube.com/watch?v=Q3UNdbxk3xs</a></li> </ul>	
<p>Week 3: 11/5/20</p> <p>Universal Design for Learning</p> <p>What is UDL and how do teachers design classroom environments that engage, support, challenge and welcome all students to the learning community?</p>	<p>Guest: Sharon Olken, Director, Gateway School</p> <p>Readings &amp; Videos:</p> <ul style="list-style-type: none"> <li>• <a href="#">UDL &amp; the Learning Brain</a></li> <li>• <a href="#">UDL at a Glance Video &amp; UDL Guidelines</a></li> <li>• <a href="#">Lesson Planning with UDL (for later use)</a></li> <li>• <a href="#">Assistive Technology for Learning</a></li> <li>• Gateway Case Study</li> <li>• <a href="#">Bronxdale Case Study (optional)</a></li> </ul>	<p><b>Reminder:</b></p> <ul style="list-style-type: none"> <li>• Please work on scheduling your IEP/504/SST Meeting. If you haven't scheduled one, let us know as soon as you do.</li> </ul>
<p>Week 4 11/12/2020</p> <p>UDL and Culturally Responsive Teaching</p> <p>In what ways is CRT critical in strengthening the work of UDL and the inclusion of all students?</p>	<p>Readings</p> <ul style="list-style-type: none"> <li>• Anderson, Kiernan (2018). Connecting Universal Design for Learning with Culturally Responsive Teaching</li> <li>• <a href="#">Educating the Whole Child</a> (LPI Brief), pp. 1-8</li> <li>• Brown et al. (2019) Cultural Relevance in Special Education: Current Status and Future Directions</li> </ul>	<p><b>Assignments due:</b></p> <ul style="list-style-type: none"> <li>• <b>Tech Tool</b> - Add your tool to the Google Slide Deck linked in the Week 4 Module on Canvas</li> <li>• <b>Draft of one case study</b> - Upload to assignment in Canvas</li> </ul>
<p>Week 5 11/19/2020</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning by Heart: The Power of Social-Emotional Learning in Secondary</a></li> </ul>	<p><b>Assignment due:</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson or Small Unit with UDL</b></li> </ul>

<p>Social Emotional Learning</p> <p>What is Social Emotional Learning and why is it critical for inclusive, productive learning spaces?</p> <p>How can teachers design classroom environments that support SEL and welcome all students to the learning community?</p>	<p><a href="#">Schools</a> + Choose one short case study to read (optional)</p> <ul style="list-style-type: none"> <li>● <a href="#">Understood: Anxiety in Kids Who Learn and Think Differently</a></li> <li>● <a href="#">ASCD: Helping Ease Student-Anxiety</a></li> <li>● <a href="#">Black Girls with Disabilities Are Disproportionately Criminalized</a></li> </ul>	<p><b>adaptations -</b> Upload to assignment in Canvas by 11/23</p>
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**Both Student Case Studies Due on Canvas by December 3rd, 2020 at midnight**

## WINTER BREAK

<p>Week 6 1/11/2021</p> <p>Epidemiological Tour: Special Education Law &amp; Processes</p> <p>How does knowing about the law and its principles help to frame my practice in inclusive classrooms?</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>● <a href="#">Special Education and the Laws that Affect It</a></li> <li>● <a href="#">Kozleski (2020) Disrupting What Passes for Inclusive Education</a></li> <li>● Read about your assigned disability category: <ul style="list-style-type: none"> <li>○ <a href="#">Center for Parent Information &amp; Resources</a></li> <li><a href="#">Understood.org</a></li> </ul> </li> </ul>	
<p>Week 7 1/25/2021</p> <p>High-Leverage Practices (HLPs), Part 1</p> <p>How do high-leverage practices support student learning and inclusion?</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>● CEC &amp; CEEDAR Center (2017) High-leverage practices: <ul style="list-style-type: none"> <li>○ <a href="#">Overview, pp. 15-25</a></li> <li>○ <a href="#">Instruction, pp. 72-95</a></li> </ul> </li> <li>● Choose 1 to learn more about: <ul style="list-style-type: none"> <li>○ <a href="#">Digital Frayer Models</a></li> <li>○ <a href="#">Using Audio Feedback</a></li> <li>○ <a href="#">Literacy &amp; Assistive Tech</a></li> <li>○ <a href="#">Video Self-Reflection</a></li> <li>○ <a href="#">Combining Explicit Instruction &amp; Mastery Practice</a></li> <li>○ <a href="#">Content Enhancement</a></li> </ul> </li> </ul>	<p><b>Assignment Due:</b></p> <ul style="list-style-type: none"> <li>● <b>Special education process in your school -</b> Upload to assignment in Canvas</li> </ul>
<p>Week 8 2/1/21</p> <p>HLPs &amp; Differentiation, Part 2</p> <p>How do high-leverage practices and differentiation</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>● <a href="#">Differentiating Instruction</a></li> <li>● <a href="#">Expanded NEST Essentials</a></li> <li>● <a href="#">Planning Differentiated Multicultural Instruction</a></li> </ul>	<p><b>Assignment Due:</b></p> <ul style="list-style-type: none"> <li>● <b>IEP / SST Meeting Reflection -</b> Upload to assignment in Canvas</li> </ul>

work together to support student learning?		
Week 9 2/8/2021  Role of General Education Teachers - Identification, Understanding the IEP, Making Accommodations  What are my responsibilities as an inclusive general education teacher?	Readings: <ul style="list-style-type: none"><li>● Celia E. Johnson (2016). <a href="#">The Role of the General Educator in the Inclusion Classroom.</a> (17 pages)</li><li>● Dabkowski, D.M. (2004) Encouraging active parent participation in IEP meetings. <i>Teaching Exceptional Children</i>. 26(3) 34-39.</li><li>● PACER Action Center. (2015). <i>School Accommodations &amp; Modifications: Ideas for students who receive Special Education.</i> Bloomington, MN. <a href="https://www.pacer.org/parent/php/PHP-c267.pdf">https://www.pacer.org/parent/php/PHP-c267.pdf</a></li></ul>	<b>Assignment Due:</b> <ul style="list-style-type: none"><li>● <b>1st Draft of Lesson / Unit Plan with High-Leverage Practices</b> - Upload to assignment in Canvas</li></ul>
Week 10 2/22/21  Bringing it all together  How can we bring together the practices we've learned to inform our inclusive pedagogy?	● <a href="#">Beyond the Methods Fetish</a> (27 pages)	<b>Assignment Due:</b> <ul style="list-style-type: none"><li>● <b>Peer review of Lesson / Unit Plan</b> - Upload to assignment in Canvas</li></ul>

**Final version of your lesson / unit plan due on February, 2021 at midnight**

#### Other Recommended Readings and Resources for your Toolkit

- Korbey, Holly (2019). Mindshift Guide to Understanding Dyslexia
  - <https://www.kqed.org/mindshift/54743/the-mindshift-guide-to-understanding-dyslexia>
- Understood.org
- Learner Navigator <https://lvp.digitalpromiseglobal.org/>
- Tech Finder <https://www.understood.org/en/tools/tech-finder>
- Accommodations vs Modifications [Understood.org Accommodations vs Modifications](#).