

EDUC 285: Dis/ability and Access in Elementary Schools

Spring Quarter 2020

Wednesdays: 4/8-5/13

Meeting Times 3:00pm - 4:30

Weekly Office Sessions: 2:30-3:00pm

Instructors:

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Course Goals

- 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.

HONOR CODE:

Students are expected to adhere to Stanford's honor code. According to the Office of Judicial Affairs (OJA) website, "For purposes of the Stanford University Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s)." For further information, please consult the OJA website:
<http://www.stanford.edu/dept/vpsa/judicialaffairs/students/plagiarism.sources.htm>

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; website <http://studentaffairs.stanford.edu/oae>.

NOTES ON TEACHING AN ONLINE COURSE:

Due to the unforeseen circumstances from a global pandemic, we have modified our course and will be teaching virtually. We have used UDL as a framework for considering important ways of supporting all learners given the new sets of circumstances we find ourselves in.

AFFECTIVE NETWORKS: THE WHY OF LEARNING	RECOGNITION NETWORKS: THE WHAT OF LEARNING	STRATEGIC NETWORKS: THE HOW OF LEARNING
<ul style="list-style-type: none">Using groupings for different purposesEnsuring assignment can be put into practice digitally regardless of each students' individual contextIncreased flexibility due to unforeseen circumstances	<ul style="list-style-type: none">Group tasks using a range of multimediaIncreased focus on the role of digital learning materialsAdditional class session: round table with special education teachers on ways to navigate distance learning	<ul style="list-style-type: none">Increased checks for understanding through weekly group products and individual exit ticketsChecklists for weekly tasks sent through course announcementsScaffolded deadlines to chunk assignmentsWeekly open office hours before class

Additional modifications to assignments are highlighted in green below.

Assignment 2: Designing an Accessible Learning Environment (A Case Study)

For this assignment, you will consider how to design a more accessible learning environment by carefully learning from one child that seems to be experiencing some kind of barrier(s) in their learning.

There are four parts to this assignment:

1. Learning about one child
2. Using digital learning materials to create accessible content
3. Planning a lesson for an accessible learning environment
4. Reflecting on your lesson
5. Making your future classroom more accessible and inclusive

These five components are described in greater detail below.

NOTE: The only part of this assignment that you are required to submit in written form is your lesson plan. For all other components, you may submit it as an annotated illustration, audio recording, video, or some other form as long as you meet the criteria for the assignment as they are outlined in the page that follows. Some of you may find a more creative or alternative option to be liberating, while others will not. Either way is okay!

Part 1: Learning About One Child (1 page)

Select a student about whose learning you have some questions. Though it may be useful for the purpose of this assignment if this child also has an IEP, it is more important that you choose a student that you find yourself puzzling over and whose learning you would like to understand on a deeper level. **Prepare a detailed description of the child, including the child's learning profile and experiences in school (written as 1 page single spaced).** Essentially, you want to tell the "story" of this child in school. Here are some guiding questions that you may choose to reflect on as you write:

- Describe the student's current classroom/school.
- Who is this child as a learner?
- What are the student's areas of strength, and affinities?
- What funds of knowledge does this child bring to the classroom?
- What is the child's school history (e.g. has the student attended the same school since kindergarten)?
- Is there anything in the child's medical or family history that is of note?
- What has the student's academic achievement looked like over time?
- Has the student had any SST or IEP meetings? If so, what were the main areas of strength and concerns discussed at those meetings?
- What connections can you make to the course readings?

Given the series of questions above, consider multiple information sources that you have access to in this time including:

- Student
- Families/caretakers
- Current teacher
- Previous teacher
- Prior classroom observations
- Student work (collected digitally or during previous lessons)

Part 2: Using Digital Learning Materials to Create Accessible Content (1 page)

Think about the digital learning materials you are utilizing in your current classroom.

How might you use the digital learning materials to support the principles of Universal Design for Learning?

Consider how you might utilize the digital learning materials to create a more accessible

- learning process
- presentation of content
- production of a learning

particularly for the student you selected in Part 1.

Part 3: Planning a Lesson for an Accessible and Inclusive Classroom

Write a new lesson plan that you will actually use for distance learning. As you do so, keep in mind your case study student, their funds of knowledge, affinities, strengths, and stretches. This lesson plan should engage your case study student in strategically utilizing digital learning materials as either part of the learning process or as a way of demonstrating understanding.

Use the principles of Universal Design for Learning and Differentiated Instruction that we discussed in class to guide you. Please make note of efforts you've made to eliminate barriers and increase accessibility and inclusion, and describe specifically how your case study student will access content and activities in this lesson. A required lesson plan template will be provided in advance.

Part 4: A Reflection (1 page single-spaced)

What did you learn about your case study student, notions of accessibility, and your own personal vision for teaching through this assignment? Select at least two readings from the course that particularly resonated with you. How do these readings illuminate and challenge your main “take-aways” from this assignment and the course overall?

Write a 1 page (single-spaced) reflection of this assignment and the course, drawing from two readings of your choice.

Part 5: Making Your Future Classroom More Accessible and Inclusive (1 page)

Reflect upon your experiences in parts 1-4 of this assignment.

Write a 1 page (single- spaced) description of a future inclusive classroom you might design for your next school year. You can create an annotated diagram or some other format as long as you meet the criteria.

Consider the following aspects of your classroom:

- Physical space
- Learning process (e.g. class norms, structures, and routines; language used with and between students; curriculum and learning activities, **digital learning materials**)
- Learning products (e.g. modes for demonstrating understanding)

In your paper or annotated diagram, draw connections between your vision for your inclusive classroom and our readings related to Universal Design for Learning/differentiated instruction, inclusion, and equity.

Be creative! **Remember, this is your vision of an inclusive classroom – the possibilities are endless.**

Session Focus	Readings	Reminders
<p>Week One (4/8)</p> <p>Designing Inclusive Classroom Spaces</p> <ul style="list-style-type: none"> • What specific barriers arise within classroom spaces for students with disabilities? • How do I design inclusive instructional experiences for students with disabilities? 	<p>Gay, G. (2002). Culturally responsive teaching in special education for ethnically diverse students: Setting the stage. <i>International Journal of Qualitative Studies in Education</i>, 15(6), 613-629.</p> <p>Tomlinson, A. (1999). The differentiated classroom: Responding to the needs of all learners, chapters 2 & 9, 9-16 & 95-107</p> <p>VIDEO: Stacey Milbern & Patty Berne: My Body Doesn't Oppress Me, Society Does (5:08 video)</p> <p>VIDEO: The Ed Roberts Campus Design: Building Community.</p> <p>VIDEO: Disability Activist Ed Roberts on 60 Minutes</p> <p>Review UDL Guidelines</p>	<p>Review assignments and add assignment questions to Padlet</p>

Session Focus	Readings	Reminders
<p>Week Two (4/15) Language Status and Disability, and Fostering Student Relationships</p> <ul style="list-style-type: none"> • What specific barriers exist for multilingual students with disabilities? • What can I do to support positive social interaction for all students in my classroom? 	TBD	<p>Guest Speaker <u>Professor Alta Joy Broughton</u> Assistant Professor of Education</p>
<p>Week Three (4/22) Service Delivery Models</p> <ul style="list-style-type: none"> • What are appropriate service delivery models? • What is the general education teachers role for service delivery? 	<p>Lemons, C. J., Vaughn, S., Wexler, J., Kearns, D. M., & Sinclair, A. C. (2018). Envisioning an improved continuum of special education services for students with learning disabilities: Considering intervention intensity. <i>Learning Disabilities Research & Practice</i>, 33(3), 131-143.</p> <p>Read sample IEP (TBD)</p> <p>Post questions about Sample IEP on Padlet</p> <p style="text-align: center;">Optional:</p> <p><u>Parent Center Hub, IEP Overview</u></p> <p><u>Understood, Knowing What's in an IEP</u></p>	<p>Guest Speaker <u>Professor Chris Lemons</u> Associate Professor of Education</p>

Session Focus	Readings	Reminders
<p>Week Four (4/29)</p> <p>Differentiation & Curriculum Design</p> <ul style="list-style-type: none"> • What are some of the criticisms of CSP and UDL particularly for students with dis/abilities? • How can using Culturally Sustaining Pedagogy (CSP) and Universal Design for Learning (UDL) work simultaneously to benefit students with dis/abilities? 	<p>Waitoller, F. & King Thorius, K.A. (2016). Cross-pollinating culturally sustaining pedagogy and Universal Design for Learning: Toward an inclusive pedagogy that accounts for dis/ability. In Harvard Educational Review 86(3), p. 366-389</p> <p>Group Digital Learning Materials (TBD)</p> <p><u>Simply Said: Understanding Accessibility in Digital Learning Materials</u></p>	<p>Sign up for 1:1 Office Hours for Assignment Support</p>
<p>Week Five (5/6)</p> <p>Guiding Principles for Inclusive Classrooms</p> <ul style="list-style-type: none"> • What does inclusion mean to me and my work as a general education teacher? • As educators, what are our (working) guiding principles for interacting with dis/ability and supporting access in our classrooms? • How will I incorporate dis/ability justice into my teaching philosophy and teaching practice? 	<p>Dunn, L. (1968). Special education for the mildly retarded--Is much of it justifiable? <i>Exceptional Children</i>, 35, 5-22.</p> <p>Zigmond, N., Kloo, A., & Volonino, V. (2009). What, where, and how? Special education in the climate of full inclusion. <i>Exceptionality</i>, 17, 189-204.</p>	<p>Sign up for 1:1 Office Hours for Assignment Support</p>