

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

The Basics	
<b>Meeting Place: CERAS 300, 302, &amp; 308</b>	We start at 4 and end at 6:45 pm. We will stay after to talk individually or in small groups.
<b>Course Schedule:</b> <ul style="list-style-type: none"> <li>Fall: 9/22; 9/29; 10/6; 10/20</li> <li>Winter: TBD</li> <li>Spring: TBD</li> </ul>	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.
<b>Canvas Course:</b> We use Canvas for agendas, readings, email, assignments, and grading. Be sure that you log into our course site:	<a href="https://canvas.stanford.edu/courses/216672">https://canvas.stanford.edu/courses/216672</a>
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<b>Credits: 3</b>	

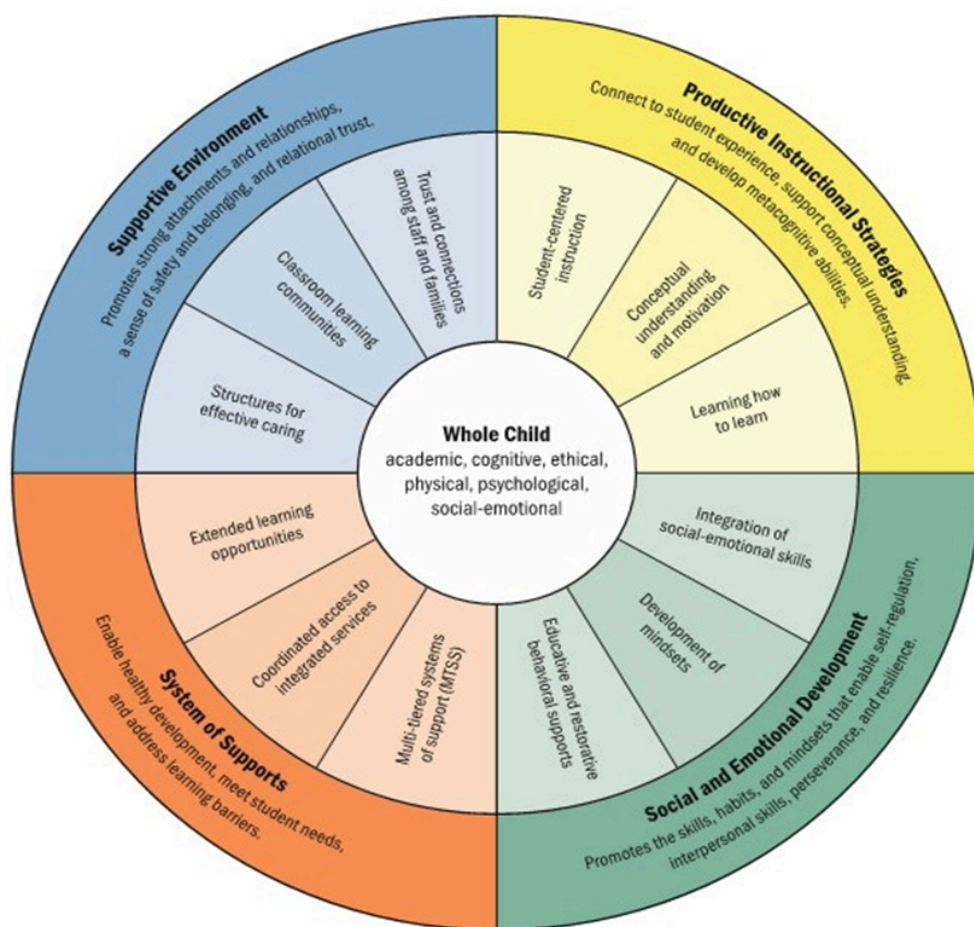
### Course Description

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 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 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.

You will follow two learners in your school who puzzle you in understanding their learning strengths and needs, and, if relevant, services prescribed in the IEP and offered to the student. You will design a UDL lesson that differentiates learning among all members of your class.



### Course Objectives

Course objectives connect to the whole child wheel; they color map onto the Whole Child wheel.

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.



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

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

Fall Quarter - 2025	Winter Quarter 2026	Spring 2026
<b>Educational Journey Map 9.26.25</b>  <b>Teacher Positionality Statement 9.29.25</b>  <b>Teacher Interview 10.3.25</b> <a href="#">(Assignment &amp; Rubric)</a>  <b>Student Interview 10.24.25</b> <a href="#">(Assignment &amp; Rubric)</a>	<b>IEP Meeting Observation &amp; Analysis</b>  <b>UDL Lesson Design</b>	<b>Systems Change Framework Survey, Interview &amp; Write-Up</b>  <b>Final Teacher Identity &amp; Positionality Statements</b>

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.

## 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
<b>Reading*</b>	Utilize text-to-speech software like those built into Kindle or found online
<b>Listening</b>	Return to recorded class discussions so you can review materials

<b>Learning Online</b>	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.
<b>Writing</b>	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
<b>Connecting</b>	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

<b>Tool</b>	<b>Description and Tips</b>
<b>SCRIBE (via Canvas)</b>	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
<a href="#"><u>Read &amp; White Text-to-Speech software</u></a>	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.
<b>Built-in text-to-speech on computers, laptops, tablets</b>	Windows/PC (Narrator): Guides for using Narrator on <a href="#"><u>Windows 10</u></a> and <a href="#"><u>Windows 7 and 8</u></a> . <a href="#"><u>This guide</u></a> includes directions for personalizing the narrator's voice. Mac: Guide for accessing text-to-speech on <a href="#"><u>Mac</u></a> (select your version on top of page). Directions for selecting and personalizing accessibility features <a href="#"><u>here</u></a> .
<a href="#"><u>Hypothesis</u></a>	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.

**Notability**  
**(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

### FALL QUARTER

#### **Class 1. Sep. 22, 2025. Understanding Difference and Me—My Educational Journey. Course Overview**

- How have my experiences so far impacted my educational journey as a teacher of all students?
- What impact does my own educational journey have on my teaching practices?
- How does one's history, culture and identity influence student experience in the SpEd Process?

Activities	Readings	Assignments
1. Educational Journey Map 2. Round Robin Reading ( <a href="#">Reading Guide</a> ) 3. Teacher Positionality 4. Course Intro. Organizing by Assignment – <i>What are the things you have to do</i> ( <a href="#">Canvas</a> )	Li, L., Donato-Sapp, H. L., Erevelles, N., Torres, L. E., & Waitoller, F. (2021). A kitchen-table Talk against ableism: disability justice for collective liberation. <i>Equity &amp; Excellence in Education</i> , 54(4), 361-374.	Ed.Journey Map 9.26.25  Teacher Positionality Statement 9.29.25  Teacher Interview 10.3.25  Student Interview 10.24.25

#### **Class 2. Sep. 29, 2025. Educator Roles and Responsibilities in Supporting All Learners**

- 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?
- In what ways am I beginning to conceptualize, define my role and enact my responsibilities in providing quality instruction that fosters academic and personal growth for all students?
- How might I collaborate with my colleagues, specialists, and additional support providers to ensure comprehensive support for students with diverse needs and backgrounds?

Activities	Readings	Assignments
1. Diversity Rounds 2. Teacher interview Data	Johnson, C. E. (2016). <u>The Role of the General Educator in the Inclusion Classroom</u> . In General and special education inclusion in an age of	<b>Teacher Positionality Statement</b> 9.29.25  <b>Teacher Interview</b> –Bring Field Notes to Class 9.29.25

<p>Share &amp; Analysis</p> <p>3. Role of Gen Ed Teacher</p> <p>4. Conducting Meaningful Student Empathy Interviews</p> <p>5. <b>Video:</b><a href="#">Through My Eyes</a></p>	<p>change: Roles of professionals involved (Vol. 32, pp. 21-38). Emerald Group Publishing Limited.</p> <p><b>Suggested Reading:</b></p> <p>Leu, G. S. E. (2020). <u>My life the way I see it: Reconstructing minoritized youth with disabilities as critical thinkers</u>. <i>Journal of Adolescent &amp; Adult Literacy</i>, 64(2), 181-190</p> <p>Carlyn Mueller (2019) <u>Adolescent understandings of disability labels and social stigma in school</u>. <i>International Journal of Qualitative Studies in Education</i>, 32:3, 263-281.</p>	<p>*Final Reflection Due: 10.3.25</p> <p><b>Student Interview</b> –Bring Field Notes to Class on 10.20.25</p> <p>*Final Reflection Due: 10.24.25</p>
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**Class 3. Oct. 06, 2025. Exploring Cultural Histories & SPED for Inclusive Education**

- How can a critical understanding of institutional constructions of special education categories lead to more inclusive and equitable educational practices?
- How does becoming conscious of challenging our cultural histories as we shape more inclusive, social justice minded learning cultures in our own classrooms?
- 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?

Activities	Readings	Assignments
<p>SpEd Historical Timeline</p> <p>IDEA &amp; Other SpEd Terms</p> <p><b>Video:</b> Crip Camp: A Disability Revolution</p> <p><i>As part of our study of disability history and inclusive education, we will be viewing excerpts from *Crip Camp in class. The documentary includes historical footage that highlights the disability rights movement in the U.S. Please note that some content may be emotionally intense, including depictions of ableism, institutionalization, and trauma.</i></p>	<p>Kozleski, E. B. (2020, August). Disrupting what passes as inclusive education: Predicating educational equity on schools designed for all. In <i>The Educational Forum</i> (Vol. 84, No. 4, pp. 340-355). Routledge.(Reading Guide Kozleski)</p> <p><b>Suggested Reading:</b></p> <p>Muhammad, G. (2020). <i>Cultivating genius: An equity framework for culturally and historically responsive literacy</i>. Scholastic Inc.</p>	<p><b>Student Interview</b> –Bring Field Notes to Class on 10.20.25</p> <p>*Final Reflection Due: 10.24.25</p>

*If you need to take a break at any point, please do so. Support from the instructional team and additional University Resources are available.*

## **CLASS 4. Oct. 20, 2025. Building Connection and Agency Beyond the IEP: Understanding Differences Through Students and Families Eyes**

### **Beyond the IEP: Building Meaningful Connections and Student Agency**

- How do my students understand their educational journeys? How do they understand themselves and the unique capacities that they bring to learning. How does their experience of school frame and situate their experiences and their journeys?
- How are students and families given agency to voice needs in their IEP meetings? How does the IEP process limit my own connections to my students and families?
- What are the opportunities for increased connections and collaborations with my students and their families beyond the IEP process?

<b>Activities</b>	<b>Readings</b>	<b>Assignments</b>
<p>Data Share: Student interview Analysis &amp; Interpretation</p> <p>Understanding the IEP Process</p> <p>IEP Fishbowl Observation &amp; Analytic Memo</p> <p>SERR - Jigsaw Reading (<a href="#">Sign-Up Here</a>)</p>	<p>Vaughn, S., Bos, C. S., Harrell, J. E., &amp; Lasky, B. A. (1988). <u>Parent participation in the initial placement/IEP conference ten years after mandated involvement</u>. <u>Journal of Learning Disabilities</u>, 21(2), 82-89.</p> <p><b>Special Education Rights &amp; Responsibilities Jig Saw Reading</b></p> <p><b>Choose <i>one chapter</i> to become the "expert" on and <a href="#">Sign-Up Here</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Chapter 2: Information on Evaluations/Assessments</a></li> <li>• <a href="#">Chapter 3: Information on Eligibility Criteria</a></li> <li>• <a href="#">Chapter 4: Information on IEP Process</a></li> </ul>	<p><b>Student Interview</b> –Bring Field Notes to Class on 10.20.25</p> <p>*Final Reflection Due: 10.24.25</p>

	<ul style="list-style-type: none"><li>• <a href="#"><u>Chapter 5: Information on Related Services</u></a></li><li>• <a href="#"><u>Chapter 7: Information on Least Restrictive Environment</u></a></li></ul>	
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