Stanford University
Graduate School of Education

Course Syllabus
EDUC 285:Child Development, Learning Differences & Inclusive Practices
2026 – 2027 Academic Year
Summer, Fall, Winter Spring Quarters

(Note: Syllabus and Canvas page will be updated quarterly all topics for each quarter are outlined below)

Instructors

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Office Hours: Immediately following class and by appointment.
485 Lausen Mall |Rooms: Raikes 130 or ANKO 207

Class Schedule

Class Location (Summer): Ellis Elementary School, 550 East Olive Ave, Sunnyvale CA 94086 **(Room B207)**
Class Location (Pre Fall, Winter, Spring): Raikes 111, Stanford University

General Description

Comprehensive Course Goal Statement:

This course prepares future educators to build inclusive, equitable, and culturally sustaining classroom communities by deepening their understanding of child development, educational psychology, and the special education service delivery model. Through critical engagement with theory, research, and applied strategies—including co-teaching, collaboration, and evidence-based supports—candidates will learn to plan and deliver instruction that honors neurodiversity, supports all learners, and fosters strong learning communities with students, families, and colleagues.

Course Learning Goals:

1. Expose students to Special Education Frameworks/ Understand Evidence Based Practices (EBP's)
2. Collaboration, Co-teaching, Family Partnerships
3. Practical Differentiation, Accommodations/ Modifications across content RTI/MTSS
4. Examine concepts of normative development and intelligence and reflect on neurodivergence and learning differences

Required Text

Council for Exceptional Children (2025). High Leverage Practices Book. <https://ceedar.education.ufl.edu/wp-content/uploads/2024/03/High-Leverage-Practices-for-Students-with-Disabilties-updated.pdf>

Disability Rights California (2022) Special Education Rights and Responsibilities Manual. <https://serr.disabilityrightsca.org/>

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic Engagement*

Lansford, J. E., French, D.C., & Gauvin, M. (2021). Child and adolescent development in a cultural context. American Psychological Association: Washington, D.C.

Additional Readings and Resources

Posted on Canvas

Students with Documented Disabilities

Students who may need 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 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)

Assignments and Grading

Assignments, due dates, and contribution to final course grade are below. Late assignments must be due to a valid reason and the arrangement for completion must be made with an instructor in advance of the original due date. Late assignment grades will be deducted 10% without advance approval of an instructor. Active class participation is key in this class and will account for a portion of the final grade. Students are expected to attend all class meetings. Additional detail on assignments will be provided in class.

Assignment	Due Date	Percentage of Final Grade
Participation	On-going	5%
Initial Reflection	Summer Class 3 7/13	5%
Family Partnerships Activity	Pre-Fall Class 9 9/3 Final submission 10/30	20%
Adapt Lesson 1	Pre-Fall Class 10 9/10 Final submission 11/1	15%
Adapt Lesson 2	Winter Quarter (TBD)	15%
IEP Activity	Spring Quarter (TBD)	20%
Adapt Lesson 3	Spring Quarter (TBD)	15%
Final Reflection	Spring Quarter (TBD)	5%

Course Procedures

This course will be taught across the academic year with sessions held in Summer, Pre-Fall Winter, and Spring quarters. There will be an in-person learning component in which we will discuss and actively engage with the materials assigned. Some asynchronous learning activities (readings, short videos, and tasks) need to be completed in preparation for the in-person meeting. The goal is to have dynamic meetings where we actively work with the materials through exercises and discussion. It is therefore key that students prepare the readings before class and attend every class meeting. Contact an instructor ***prior to class*** if you cannot attend or will be late. If you are absent, you are responsible for collecting in-class assignment materials for the day you missed. In addition, you will need to contact an instructor for further directions on meeting course requirements for material missed.

The STRIP

This formative assessment allows us to collect information from you at the end of each class period regarding your understanding of covered content and your enjoyment of class. After each class, you will complete a quick survey to indicate your understanding and enjoyment of the class session, on a scale between 1 (low) and 5 (high). Additionally, we encourage you to provide anonymous feedback. We will calculate averages for each class and share this with you.

Schedule of Topics

Summer Quarter				
Class #	**Date, Time, Location**	**Objective(s)**	**Topics**	**Readings**
Class 1	7/1 1:30-4:30 @ Ellis Room B207	Explore and describe a sociocultural approach to learning. Consider conceptual frameworks of child development in a cultural context and understand the value of practical application to teaching.	Theories of Development, Intersectionality, Cultural considerations and Learning	Hammond, Z. (2014). Culturally responsive teaching and the brain: Chapter. 2 https://resources.corwin.com/hammondaudio **Supplemental Reading:** Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. Applied developmental science, 24(2), 97-140 *pp. 97-102 & pp. 106-115 Lansford, J. E., French, D.C., & Gauvin, M. (2021). Chapter 1

Class 2	7/8 1:30-4:30 @ Ellis B207	Compare and contrast key concepts associated with Social Learning Theory, Schema Theory, and the Zone of Proximal Development. Analyze how these theories inform instructional practices that support diverse student learning and development.	Theories of Social Learning, Schema, Zone of Proximal Development	Lansford, J. E., French, D.C., & Gauvin, M. (2021). Chapter 3, pp.61-72
Class 3	7/13 9:30-12:30 @ Stanford Raikes 111	Consider learner variability and the intersectional identities of our students	Examining Ableism and Expanding Access: UDL, Differentiation, and Intro to Principles of Instructional	Baglieri & Lalvani - Undoing Ableism Annamma, S. (2013) The Pedagogy of Pathologization-Intro Todd Rose Myth of Average Video UDL Video
Class 4	7/15 9:30 -12:30 @ Stanford Raikes 111	Discuss and interrogate theories on "Intelligence" and the ethical considerations for developing equitable and just pedagogy	Theories of Cognitive Development: Memory, Intelligence, Executive Function, and Learning	Kennedy, M.J., & Romig,J.E. (2024). Cognitive Load Theory: An Applied Reintroduction for Special and General Educators Hammond, Z. (2015). Culturally responsive teaching and the brain. Chapter 3. Dweck, C., & Leggett, L.(1988). A-Social-Cognitive Approach to Motivation and Personality.
Class 5	7/22 12:30 -3:30 @ Stanford Raikes 111	Develop understanding of theories of Language Development through a socio-cultural perspective and consider social learning processes for language development in and beyond schools. Analyze how structures of language work together to shape a person's (teacher's, student's) linguistic repertoire and begin to construct an	Theories of Language Development and Communication across Learner Variability	Lansford, J. E., French, D.C., & Gauvin, M. (2021). Chapter 4, pp.96-103 Video: Maria Ciao Pena Tips from CUNY-NYSIEB Supporting Emergent Bilinguals with Individualized Education Plans

		additive framing for language variation and communicative competence. Describe language use from both a linguistic and sociocultural perspective in order to promote access and meaningful participation in the classroom community.		
Pre-Fall Quarter				
Class #	**Date, Time, Location**	**Objective(s)**	**Topics**	**Readings**
Class 6	8/6 1:30-4:30 @ Stanford *Joint with Secondary Cohort	Explore the RTI/MTSS framework, including essential components of RTI and the importance of academic differentiation, intervention and progress monitoring. Consider the role of educators in designing effective strategies for access and meaningful interaction.	RTI/MTSS Academic Focus, and Progress Monitoring Diagnostic(Computer Adaptive Testing) CAT Assessment	Kearns, D. M., Lemons, C. J., Fuchs, D., & Fuchs, L. S. (2014). Essentials of a tiered intervention system to support unique learners: Recommendations from research and practice. Lemons, C. J., Kearns, D. M., & Davidson, K. A. (2014). Data-based individualization in reading: Intensifying interventions for students with significant reading disabilities. Teaching Exceptional Children, 46(4), 20-29. (Skim) Revised CA MTSS Framework Guide to Imp Cal MTSS (p. 18-47) https://ocde.us/MTSS

Class 7	8/13 1:30-4:30 @ Stanford *Joint with Secondary Cohort	Understand inclusive education by exploring the core components of special education, its legal underpinnings and the range of services available—while reflecting on your role as educators to establish inclusive learning spaces for ALL. Understand who are the participants in an IEP team and what their roles and responsibilities are Develop understanding of the IEP process and begin to familiarize with the Identification Process.	Overview Intro to SpEd-Legal Underpinnings Intro to IEP Process Identification of Eligibility Process Intro to ADAPT Framework	Bryant Chapter 2 (p. 36-41) Special Education Rights and Responsibilities (SERR) Ch. 1 and 4
Class 8	8/20 1:30-4:30 @ Stanford Raikes 111	Identify and apply selected High-Leverage Practices (HLPs) to analyze a current instructional challenge and collaboratively develop responsive strategies that support learner variability, access, and meaningful participation.	HLP Overview Responsive Flex Session	Council for Exceptional Children (2025). High Leverage Practices Book. <https://ceedar.education.ufl.edu/wp-content/uploads/2024/03/High-Leverage-Practices-for-Students-with-Disabilties-updated.pdf>
Class 9	9/3 1:30-4:30 @ Stanford	Learn from parents about their diverse experiences with the referral, assessment and IEP processes Pose thoughtful questions about how your role as a general education teacher interplays with family, guardian and parent responsibilities Be able to explain the levers that teachers can use to partner with families via special education services	Family/Prof Collaboration & Parent Panel Compliance	Kalyanpur, M., Harry, B., & Skrtic, T. (2000). Equity and advocacy expectations of culturally diverse families' participation in special education. *International Journal of Disability, Development and Education*, *47*(2), 119-136. Lalvani, P. (2012). Parents' participation in special education in the context of implicit educational ideologies and socioeconomic status.
Class 10	9/10 1:30-4:30 @ Stanford	Understand the general education teacher's role in supporting students through the special education process to	Gen. Ed Teacher Role in the Process: Accommodations,	Bryant Chapter 2 HLP Ch 9 (p. 109-113) Accommodations Video

		plan responsive, accessible instruction. Explain how to access accommodations and modifications in an IEP or IEP at a Glance Be able to identify the differences between examples of accommodations and modifications Learn how to use the ADAPT Framework in relation to the IEP	Modifications, Gradual Release, and applying the ADAPT Framework	Pacer Center Accommodations List Modifications List