Inclusive Pedagogy for Students with M/MSN Section 01 EDSE 230A

Fall 2023   3 Unit(s)   08/21/2023 to 12/06/2023   Modified 08/20/2023

👤 Contact Information

Instructor:	Dr. Lisa Simpson
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Office Hours:	Wednesday 2:00–4:00
Class Days/Time:	Wednesday 4:00-6:45
Classroom:	Sweeney Hall 230

🖥 Course Description and Requisites

Examination and application of evidence-based and high leverage practices for delivering instruction to students with mild/moderate support needs.

Prerequisite(s): Department consent.

Letter Graded

✳ Classroom Protocols

1. Make your best effort to arrive to class on time and stay the full class period.
2. Actively participate in class discussion and activities. Everyone's voice is valued and we all have much to learn from each other.
3. Respect others in class and show tolerance for viewpoints different than ones' own.
4. Use of computers during class to take notes, access course materials, and participate in class activities is strongly encouraged.

📋 Program Information

LCOE Department of Special Education Mission
We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes
- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.

- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

◎ Course Goals

This course is intended to assist students to meet the competencies for the Mild Moderate Support Needs Teaching Performance Expectations (TPE) and the Universal Teaching Performance Expectations listed below:

Universal TPEs	1.3, 1.5, 3.2, 3.3, 3.4, 4.4, 4.6, 5.3, 6.1
Mild/ Moderate TPEs	1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2

ᴗ Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Describe and incorporate the components of Universal Design for Learning in their lesson plans for students with MMSN.
2. Describe the incorporate the components of explicit direct instruction in their lesson plans for students with MMSN.
3. Identify and implement evidence-based/high leverage instructional strategies for teaching students with Mild Moderate Support Needs in a variety of instructional settings across content areas.
4. Develop and analyze lesson plans that address discipline specific standards with related activities and assessments.
5. Create a learning segment to provide instruction and interventions to students with disabilities across 3-5 lessons.
6. Identify and deliver supports in a variety of classroom settings and content areas, in collaboration with multiple stakeholders (e.g., paraprofessionals, families, coteachers, etc).

📖 Course Materials

Required Textbook

Strategies for Teaching Students with Learning and Behavior Problems, 10th edition

Vaughn & Bos (2020)

ISBN 13: 978-0-13-479201-9

Strategies for Teaching Students with Learning and Behavior Problems

Author: Vaughn & Bos (2020)
Publisher: Pearson
Edition: 10th
ISBN: ISBN 13: 978-0-13-479201-9

≔ Course Requirements and Assignments

Asynchronous Modules (5 x 10 points) 50 Points TPEs U1.3, 1.5, 3.2, 3.3, 4.4, 4.6, 5.3, 6.1 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2

> Candidates will complete five online Modules during asynchronous class sessions, which may include reading assigned materials, viewing designated videos and submitting responses to questions. Online modules can be found in CANVAS under the "Modules" tab.

In Class Participation Activities (5 x 10 points) 50 Points TPEs U1.3, 1.5, 3.2, 3.3, 4.4, 4.6, 5.3, 6.1 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2

> Candidates will complete activities in class to demonstrate learning of course content including assigned readings and class lectures.

Lesson Analysis for UDL (15 Points) TPEs U4.4, 4.6, MMSN 1.4, 2.1, 2.8, 2.10, 4.1, 4.2

Candidates will review a given lesson plan for evidence of the principles of UDL and will adapt the lesson as needed. Students will work with a partner in class on this activity.

RTI Data Analysis (15 Points) TPEs U4.4, 4.6, MMSN 1.4, 2.1, 2.8, 2.10, 4.1, 4.2

Candidates will analyze a given data set to make instructional decisions for their case study student. Students will work with a partner in class on this activity.

Lesson Plan (20 Points) TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1, MMSN 1.4, 2.1, 4.1, 4.2, 5.2

Candidates will develop a lesson plan demonstrating the components of explicit and direct instruction.

Learning Segment of 3 lessons (30 Points) TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1, MMSN 1.4, 2.1, 4.1, 4.2, 5.2

Candidates will develop a three-lesson learning segment that demonstrates a logical sequence of skills toward an instructional objective in English Language Arts.

Instructional Strategy Demonstration (20 Points) TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1, MMSN 1.4, 2.1, 4.1, 4.2, 5.2

Candidates will work with a group of 3 students to demonstrate a given evidence-based instructional strategy from the textbook to the class.

✔ Grading Information

Assignment	Points	% of Grade	TPEs	CLOS
Asynchronous Module	50	25%	TPEs U1.3, 1.5, 3.2, 3.3, 4.4, 4.6, 5.3, 6.1 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2	CLO 1-6
In Class Participation	50	25%	TPEs U1.3, 1.5, 3.2, 3.3, 4.4, 4.6, 5.3, 6.1 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2	CLO 1-6
Lesson Analysis for UDL	15	7.5%	TPEs U 4.4, 4.6, MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2	CLO 1, 2
RTI Data Analysis	15	7.5%	TPEs U4.4, 4.6, 5.3, 6.1 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2	CLO 3, 4
Lesson Plan	20	10%	TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1 MMSN 1.4, 2.1, 4.1, 4.2, 5.2	CLO 2,3, 4, 5
Learning Segment	30	15%	TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1 MMSN 1.4, 2.1, 4.1, 4.2, 5.2	CLO 4, 5, 6
Instructional Strategy Demonstration	20	10%	TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1 MMSN 1.4, 2.1, 4.1, 4.2, 5.2	CLO 3, 6
Total	200	100%		

Breakdown

Grade	Percentage	Points
A+	98-100%	196-200
A	92-97%	184-195
A-	90-91%	180-183
B+	88-89%	176-179

B	82-87%	164-175
B-	80-81%	160-163
C+	78-79%	156-159
C	72-77%	144-155
C-	70-71%	140-143
D+	68-69%	136-139
D	62-67%	124-135
D-	60-61%	120-123
F	<60%	<120

🏛 University Policies

Per University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Week	Date	Mode	Topics & Readings	Assignments Due
1	8/23	in Person	**4:00 − 5:30** • Introduction and Overview of Syllabus **5:45 − 6:45** • Recognizing High Incidence Disabilities Read: Vaughn & Bos Ch 1	
2	8/30	Asynch	Complete IRIS module on UDL	Asynchronous Module 1 Due 9/5
3	9/6	In Person	**4:00 − 5:30** • Lesson Analysis for UDL **5:45 − 6:45** • Elements of Effective Instruction for High Incidence Disabilities • Scaffolding • Differentiation Read: Vaughn & Bos Ch 1	Lesson Analysis Due at end of Class
4	9/13	Asynch	Complete IRIS Modules RTI 1 (Optional: Preview IRIS Module RTI 2) Read: Vaughn & Bos Chapter 3	Asynchronous Module 2 Due 9/19

5	9/20	In Person	**4:00 – 5:30** - RTI decision making what does the data say - Making instructional /decisions based on data **5:45 – 6:45** Social Emotional Learning & Peer Assisted Strategies **Read**: Vaughn & Bos Chapter 3 and 4	RTI Analysis Due at End of Class
6	9/27	Asynch	Read and View: Systematically designing instruction – HLP video Read and View: Explicit Direct Instruction – HLP Video	Asynchronous Module 3 Due 10/3
7	10/4	In Person	**4:00 – 5:30** - Lesson Planning for Explicit Direct Instruction **5:45 – 6:45** - Assessing & Teaching Oral Language **Read**: Vaughn & Bos Chapter 6	
8	10/11	Asynch	Finish Lesson Plan for Explicit Direct Instruction	
9	10/18	In Person	**4:00 – 5:30** - Phonological awareness, phonics, and word recognition **5:45 – 6:45** - Fluency and comprehension strategies **Read**: Vaughn & Bos Chapter 7 & 8	Lesson Plan Due 10/18
10	10/25	Asynch	IRIS Module Math Strategies Vaughn & Bos Chapter 11	Asynchronous Module 4 Due 10/31
11	11/1	In Person	IEP Case Management – Guest Speaker	
12	11/8	Asynch	Group Work time for strategy demonstration	Asynchronous Module 5 Due 11/14
13	11/15	In Person	**4:00 – 5:30** - Writing and spelling strategies - Content area vocabulary - Science and social studies **5:45 – 6:45** - Short- and Long-term planning - Planning a 3 Lesson learning segment **Read**: Vaughn & Bos Chapter 9-10	
	11/22	No Class		

14	11/29	In Person	4:00 – 5:30 • Student work analysis – Re-teach or Extend • Formative and summative assessments in your 3 lesson sequence 5:45 – 6:45 Student self-assessment using rubrics	
15	12/6	Asynch	Independent work on 3 Lesson Learning Segment Group work on Strategy Demonstration	
16	12/13	In Person	Final Exam Strategy Presentation	Learning Segment Due Instructional Strategy Demonstration Due