

Inclusive Strategies for Educating Students with Disabilities Section 01

EDSE 192C

Fall 2023 1 Unit(s) 10/02/2023 to 10/30/2023 Modified 08/29/2023

Contact Information

Instructor:	Sudha Krishnan
Office Location:	Sweeney Hall, Room 217
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Office Hours:	By Appointment
Class Days/Time:	On Campus: Monday, 7:00 - 9:45 PM
	SH 230
	October 2 on campus SH 230
	October 9 asynchronous online
	October 16 on campus, SH 230
	October 23 asynchronous online
	October 30, on campus, SH 230
Classroom:	Sweeney Hall, Room 230

Course Description and Requisites

Designed to familiarize students with evidenced-based and high-leverage practices for meeting the academic, behavioral, and social emotional needs of students with disabilities in inclusive settings.

Letter Graded

* Classroom Protocols

Classroom Protocol

1. Arriveontimeto
2. Actively participate in class discussion and activities. Respect others in class and show tolerance for viewpoints different than ones' Everyone's voice is valued as we all have much to learn from each other.

3. Be respectful with technology (turn phones to vibrate, use technology to support classroom learning, stay off social media).
4. If you are feeling ill or have a personal reason for missing class, please email me prior to the beginning of class. It will be expected that you complete the in-class assignments within the following week unless otherwise discussed with me.

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

Course Goals

Program Learning Outcomes

This course is designed to address the following departmental Program Learning Outcomes (PLOs). Within each PLO, specifically:

PLO 2: Critically evaluate pedagogy, curricula and instructional materials *grounded in* quality indicators of evidence-based practices for students with disabilities. [Mastered]

PLO 3: Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities. [Mastered]

Course Learning Outcomes (CLOs)

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To support development of the PLOs, this course addresses the following course learning outcomes (CLOs) which align with the Council for Exceptional Children's High-Leverage Practices

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

1. *Identify and plan the use of strategies for collaborating with families of students with disabilities*(HLPs 2,3). [ECSE 4.13, M/M 1.1, ESN 2.11]
2. *Identify and apply strategies for collaborating with other education professionals, including members of multi-disciplinary teams, related service personnel, and general education/co-teachers*(HLP 1). [ECSE 13, M/M 1.1, ESN 2.11]
3. *Include high-leverage instructional practices in lesson plans crafted for inclusive classrooms* (HLPs 11-22). [ECSE 3, 6.11, M/M 3.1, 4.2, ESN 3.3, 4.4)
4. *Create short and long term instructional goals* (HLPs 11, 12, 13, 17). [ECSE 3, M/M 1.1, ESN 4.6]
5. *Identify data collection techniques to instructional and behavioral goals* (HLPs 4,5,6). [ECSE 4.3, M/M 1.1, ESN 6]
6. *Evaluate data sets to determine the effectiveness of an intervention* (HLPs 4,5,6, 20). [ECSE 4.3, M/M 1.1, ESN 6]
7. *Identify and apply positive behavioral strategies to a classroom management plan* (HLPs 7,8). [ECSE3, M/M 3.1, ESN 3.3]
8. *Identify and apply behavioral strategies to the needs of individual students* (HLPs 9,10). [ECSE 3,M/M 3.1, ESN 3.3]

Course Materials

Required Texts/Readings (Required) Textbook

McLeskey, J., Maheady, L., Billingsley, B, Brownell, M., & Lewis, T. (2019) High leverage practices for inclusive classrooms. Arlington, Virginia: *Council for Exceptional Children*

Other Readings

Students will be provided handouts for each topic on Canvas.

Course Requirements and Assignments

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Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

Assignments

1. **Lesson Plan and Materials (75 points).** The culminating project for this course will be the creation of a lesson that demonstrates students' abilities to plan the use of high-leverage practices in inclusive classrooms that address students' academic, behavioral, and social needs, while also planning assessments for measuring student mastery of the outlined concepts and support reflection on teacher practice.
2. **HLP Quizzes (x3 for a total of 75 points).** At the completion of HLP two, three, and four, students will demonstrate their knowledge of specially designing instruction, collecting and analyzing data, and positive behavior interventions and supports on quizzes that include multiple choice, short answer, and case study

Assignment	Points	Percentage	Applied Outcomes	CLO/PLO
Lesson Plan Presentation in Class	75 Points	50%	ECSE 2.2, 4.3, 6.11 M/M 1.1, 3.1, 4.2 ESN 2.11, 3.3, 4.4, 4.6	PLO 2,3
Quiz 1: Social – Emotional-Behavioral	30 Points	20%	ECSE 4.3 M/M 3.1 ESN 4.6	PLO 2,3
Quiz 2: Instruction & Assessment	30 Points	20%	ECSE 4.3 M/M 3.1 ESN 4.6	PLO 2,3
Quiz 3: Collaboration	15 Points	10%	ECSE 2.2, 4.3 M/M 3.1, 4.2 ESN 2.11, 3.3, 4.4	PLO 2,3

✓ Grading Information

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A</i>	<i>135-150</i>	<i>90 to 100</i>
<i>B</i>	<i>120-134</i>	<i>80 to 89%</i>
<i>C</i>	<i>105-119</i>	<i>70-79%</i>
<i>D</i>	<i>90-104</i>	<i>60 to 69%</i>
<i>F</i>	<i><90</i>	<i><59</i>

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/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) (<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

EDSE 192C Inclusive Strategies for Educating Students with Disabilities, Fall 2023, Course Schedule

Topic	Date	Topics, Readings, Assignments, Deadlines
1	October 2: In-person	<p>Introduction to the Course and the HLPs (social-emotional)</p> <p>Students will be introduced to and practice High Leverage Practice(s):</p> <p><i>HLP 7. Establish a consistent, organized, and respectful learning environment. HLP 8. Provide positive and constructive feedback to guide students' learning and behavior.</i></p> <p><i>HLP 9. Teach social behaviors.</i></p>
2	October 9: Asynchronous	<p>Students will be introduced to and practice High Leverage Practice(s):</p> <p><i>HLP 11. Identify and prioritize long- and short-term learning goals.</i></p> <p><i>HLP 13. Adapt curriculum tasks and materials for specific learning goals. HLP 14. Teach cognitive and metacognitive strategies to support learning and independence.</i></p> <p><i>HLP 15. Provide scaffolded supports. HLP 17. Use flexible grouping.</i></p> <p><i>HLP 18. Use strategies to promote active student engagement. HLP 19. Use assistive and instructional technologies.</i></p> <p><i>HLP 20. Provide intensive instruction.</i></p> <p>HLP Quiz 1 Due Online</p>

3	October 16: In-person	<p>Students will be introduced to and practice High Leverage Practice(s):</p> <p><i>HLP 4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.</i></p> <p><i>HLP 5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs</i></p> <p><i>HLP 6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</i></p> <p>HLP Quiz 2 Due Online</p>
4	October 23: Asynchronous	<p>Students will be introduced to and practice:</p> <p>High Leverage Practice(s):</p> <p><i>HLP 3. Collaborate with professionals to increase student success.</i></p> <p><i>HLP 2. Organize and facilitate effective meetings with professionals and families.</i></p> <p><i>HLP 3. Collaborate with families to support student learning and secure needed services.</i></p> <p>HLP Quiz 3 Due Online</p>
5	October 30: In-person	<p>Students will be introduced to and practice:</p> <p>High Leverage Practice(s):</p> <p><i>HLP 3. Collaborate with professionals to increase student success.</i></p> <p><i>HLP 2. Organize and facilitate effective meetings with professionals and families.</i></p> <p><i>HLP 3. Collaborate with families to support student learning and secure needed services.</i></p> <p>Lesson Plan Presentations Due</p>